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## A Study of Double Promotions at the East Grand Forks Public Schools Made During the Years 1930-31 and 1931-32

Elmer S. Eid

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A STUDY OF DOUBLE PROMOTIONS  
AT THE EAST GRAND FORKS PUBLIC SCHOOLS  
MADE DURING THE YEARS 1930-31 AND 1931-32

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A Thesis  
Submitted to the Graduate Faculty  
of the  
University of North Dakota

By  
Elmer S. Eid  
In Partial Fulfillment of the Requirements  
for the  
Degree of  
Master of Science in Education  
June, 1937



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This thesis, offered by Elmer S. Eid as a partial fulfillment of the requirements for the Degree of Master of Science in Education, is hereby approved by the Committee under whom the work has been done.

A. V. Overn.

Chairman

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86818



#### ACKNOWLEDGMENTS

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## CHAPTER 1

## INTRODUCTION

In February, 1931, a survey of instruction and supervision in the public schools of East Grand Forks, Minnesota, was begun. Previously the superintendent of schools had made a study of several phases of instruction and supervision of the schools, and after consultation with Dr. A. V. Overn, Professor of Education at the University of North Dakota, it was decided to assign the project to a special survey class for the second semester of the school year at the University. The members of the staff were as follows:

Crossman, George W.  
Efteland, Selma  
Evans, Mrs. Edna  
Facey, Alex W.  
Hauge, Edwin  
Hook, Charles E.  
Lueck, Albert H.  
Jessen, Charley  
Ring, Edwin O.  
Reishus, K. P. B.  
Rourke, Mary

The general plan of the survey included the improvement of the supervisory organization, the delegation of duties to special supervisors, and the general improvement of instructional situations. A complete program of improvement of instruction, of evaluation of results, as well as the initial analysis of the situation was the objective of the class. At all times the work progressed under the close supervision of Dr. A. V. Overn and Superintendent K. P. B. Reishus. The most modern ideas and methods were incorporated. Also, as far as possible, existing school and plant organization and ma-



terials were utilized. Members of the teaching staff were assigned definite responsibilities and tendered their whole-hearted cooperation throughout. It should be stated also that the survey was conducted with the full approval of the East Grand Forks Board of Education. In short, "all the conditions, therefore, were right for the most effective work to be done."<sup>1</sup>

At the time of the survey there were seven hundred nineteen pupils in grades one to twelve inclusive, four hundred eighty-nine of which were in the first eight grades. In his preliminary study of instructional and supervisory aspects which the school superintendent had made previously that year it was apparent that many of the students were misplaced as to their classification by grades (Table 1).

Attention was directed to the fact that "twenty per cent of the pupils in the first grade were one-half year or more older than they should have been normally for their grade. One pupil was three years older, one was two and one-half years, and two were two years older than the average that might be expected. In the fourth grade the percentage of overageness was twenty-eight. One pupil was five years older than he should have been for that grade. Two more were three and one-half years too old. Four were two and one-half years older than a normal fourth grade pupil ought to be. In the sixth grade the condition was still worse. The overageness there was thirty-

<sup>1</sup>A. V. Overn, A Survey of Instruction and Supervision, East Grand Forks, Minnesota (Departmental Bulletin of the University of North Dakota, October, 1931), Vol. 15, p. 8.



Table 1

Chronological Age Grade Study of the Central and Lincoln Elementary  
Schools Before the Survey.

Ages in Years and Months from:	Number of Pupils of the Designated Ages* Enrolled in the Following Grades:									Totals
	1	2	3	4	5	6	7	8	9	
5-3 to 5-8	3									3
5-9 to 6-2	36									36
6-3 to 6-8	7	2								9
6-9 to 7-2	7	30								37
7-3 to 7-8	8	9	5							22
7-9 to 8-2	1	6	12							19
8-3 to 8-8		6	19	10						35
8-9 to 9-2	2	3	9	24						38
9-3 to 9-8	1	1	3	18	3					26
9-9 to 10-2	1		2	8	16	2				29
10-3 to 10-8			1	9	11	4	1			26
10-9 to 11-2				3	5	16	1			25
11-3 to 11-8			1	3	4	17	2	1		28
11-9 to 12-2					4	7	10	1		22
12-3 to 12-8				4	1	8	11	6	1	31
12-9 to 13-2				1	1	5	4	6	3	20
13-3 to 13-8				2		5	11	13	8	39
13-9 to 14-2					1		6	10	22	39
14-3 to 14-8						2	3	4	19	28
14-9 to 15-2				1		1	3	4	9	18
15-3 to 15-8						3	3	6	5	17
15-9 to 16-2							3	2	3	8
16-3 to 16-8								2	4	6
16-9 to 17-2								2		2
17-3 to 17-8									1	1
Totals	66	57	52	83	46	70	58	57	75	564
Pupils of:	Percentages by Grades									
Normal Age	76	79	77	60	70	57	43	52	67	64
Overage	20	18	13	28	24	34	50	34	17	27
Underage	4	3	10	12	6	6	7	14	16	9
Pupils of:	Numbers by Grades									
Normal Age	50	45	40	50	32	40	25	29	50	361
Overage	13	10	7	23	11	24	29	20	13	150
Underage	3	2	5	10	3	6	4	8	12	53

\* Ages as of September 1, 1930.



four per cent of all the pupils. The same was true of the eighth grade; while in the seventh grade fifty per cent of the pupils were older than might be expected for their grade".<sup>1</sup>

It was also pointed out with respect to underage pupils that only four per cent of those in the first grade were underage and that this was only one-fifth as large a percentage as were overage. In the second and sixth grades there were six times as many pupils overage as were underage. In the fifth grade there were four times as many above normal age as below normal age, while in the seventh grade the ratio was still greater, it being seven to one.

As one of the major objectives, then, in the improvement of instruction and supervision in the elementary schools of East Grand Forks, it was decided to attempt to improve the adjustment of the grade placement of the pupils.

In order to arrive at a scientific approach to the problem a complete testing program was carried out to discover the mental and educational ages of the pupils. The testing program was begun in February, 1931. To ascertain the mental ages the Detroit First Grade Intelligence Test and the Detroit Advanced First Grade Intelligence Test were given in the first grade. In the second, third, and fourth grades two forms of the Detroit Primary Test were used. The Haggerty Delta 2 and Detroit Alpha tests were used in grades five, six, seven and eight. When the data were complete, it was discovered that there was also a great grade misplacement according to mental ages, although

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<sup>1</sup>A. V. Overn, op. cit., p. 13.



unfortunately a complete record of this data was not kept for later reference and comparison. The only available information regarding the mental ages is that even after the survey eighty-one per cent of the pupils in the third grade, and eighty-seven per cent of those in the sixth grade were above normal mental age. In general we are informed that over fifty per cent of the pupils in each grade were above normal and that before the survey conditions were still more extreme.<sup>1</sup>

After intelligence tests had been given all students, a series of achievement tests were used to find the educational ages of the pupils. For second and third grades the New Stanford Achievement Test, Primary Examination, Form V, was used; and in grades four to eight inclusive, Form V, Advanced Examination, of the same test was given.

Complete information regarding these tests also is not available. Median graphs for each separate grade used for later comparison after the survey indicate slightly below normal educational ages in grades two, four, five, and seven; about normal, in grade eight; and slightly higher, in grades three and six.<sup>2</sup> A summary relates that twenty-two and one-half per cent of the seventh grade and fifty-seven and four-tenths per cent of the eighth grade pupils were either normal or above normal educational age, and that the fourth and fifth were the only grades besides the seventh to show less than fifty per

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<sup>1</sup>A. V. Overn, *op. cit.*, p. 18.

<sup>2</sup>*Ibid.*, pp. 58-68.



cent of students at or above national norms.<sup>1</sup> According to the educational ages, then, the grade misplacement was not as extreme as in the case of mental and chronological ages.

At this point it was decided to promote a number of students who had high mental ages in order that they might be classified in grades more closely identified with their mentality. On the other hand it was not deemed wise to demote those with low mental ability as it might defeat its own purpose by causing pupils to be placed into groups which were younger physically, chronologically, socially, and emotionally.<sup>2</sup>

Of fifty-four pupils who were recommended for special promotion, forty-eight were promoted in March and April. According to the survey fifty-three were supposed to have been promoted. Due to transfer of some pupils before the survey was completed and to the refusal of some parents to give their permission, the total number receiving double promotions was forty-eight.

Four pupils were promoted from the second to the third grade; three, from the third to the fourth; eight, from the fourth to the fifth; eight, from the fifth to the sixth; ten, from the sixth to the seventh; five, from the seventh to the eighth; nine, from the eighth to the ninth; and one was promoted two grades from the sixth to the eighth.

Form W, of the New Stanford Achievement Test was given to all

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<sup>1</sup>Ibid., pp. 23-24.

<sup>2</sup>Ibid., p. 19.



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the pupils on or about May 11, 1931. Table 3 exhibits the scores of all the promoted students in May. A comparison with Table 2 shows that on the average an advance in achievement had been brought about among these students since the February tests. Information regarding educational age progress of the whole system was unfortunately not available in table form although as stated previously median graphs for each grade were recorded.<sup>1</sup>

It is the testimony of the survey that not one of the promoted pupils failed to make his or her passes with credit in the new grade by the close of the school term, and that the project was on the whole highly successful for the year.

#### THE PROBLEM

It was the recommendation of the survey staff that the same type of study, with necessary modifications, be carried on from year to year as a continuous survey. In fact, the following year a similar survey was promoted and seventeen more double promotions were made which increased the total to sixty-five cases during the two-year period. These sixty-five cases involved sixty pupils, as five of them were doubly promoted two years in succession.

Of the seventeen who were doubly promoted in the school year of 1931-32, one was promoted from grade two to grade three; four, from grade three to grade four; two, from grade four to grade five; four, from grade five to grade six; two, from grade six to grade seven; three, from grade seven to grade eight; and one, from grade six

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<sup>1</sup>Ibid., pp. 58-68.



Table 2

New Stanford Achievement Test, Form V, Scores, February 12, 1931, of  
Promoted Pupils of the Central and Lincoln Elementary Schools.

Student Number	School Grade	Paragraph Meaning	Word Meaning	Average Reading	Dictation	Language Usage	Literature	History and Civics	Geography	Physiology-Hygiene	Arithmetic Reasoning	Arithmetic Computation	Average Arithmetic	Total Score	Educational Grade
1	2.5	41	35	38		32					21	34	28	33	3.1
2	2.5	39	39	39		35					34	44	39	38	3.3
3	2.5	53	45	49		51					44	34	39	47	3.9
4	2.5	53	47	50		48					34	25	30	41.4	3.5
5	3.5	35	61	48		57					61	50	56	53	4.3
6	3.5	64	58	61		62					44	39	42	53	4.3
7	3.5	66	55	61		55					39	44	42	52	4.2
8	4.5	86	82	84	72	80	88	64	87	79	77	61	69	77.6	6.4
9	4.5	71	64	68	75	75	49	51	71	71	70	64	67	65.6	5.3
10	4.5	62	61	62	74	71	67	64	73	68	67	61	64	66.8	5.4
11	4.5	83	82	83	86	86	80	74	73	74	74	67	71	77.9	6.4
12	4.5	83	89	86	80	77	75	66	71	74	83	61	72	75.9	6.2
13	4.5	75	78	77	73	46	52	51	73	78	77	62	70	66.5	5.4
14	4.6	61	71	66	81	87	70	75	77	61	75	60	68	71.8	5.8
15	4.5	44	89	67	81	20	81	77	84	75	70	56	63	66	5.3
16	5.5	99	99	99	90	99	88	89	87	90	83	68	76	89.2	7.8



Table 2 (Continued)

New Stanford Achievement Test, Form V, Scores, February 12, 1931, of  
Promoted Pupils of the Central and Lincoln Elementary Schools.

Student Number	School Grade	Paragraph Meaning	Word Meaning	Average Reading	Dictation	Language Usage	Literature	History and Civics	Geography	Physiology-Hygiene	Arithmetic Reasoning	Arithmetic Computation	Average Arithmetic	Total Score	Educational Grade
17	5.5	81	80	81	69	70	84	71	78	87	85	71	78	78	6.4
18	5.5	104	94	99	82	89	98	89	95	93	80	71	76	89.5	8.1
19	5.5	87	76	79	64	84	78	81	95	81	85	71	78	80	6.7
20	5.5	84	87	86	62	84	86	86	105	78	83	73	78	83	7.1
21	5.5	91	88	90	77	79	86	85	91	80	70	71	71	82	7.0
22	5.5	87	79	83	62	66	80	89	78	84	74	62	68	76.1	6.2
23	5.5	88	79	84	80	86	69	93	106	93	83	65	74	84.2	7.2
24	6.5	105	106	106	97	106	106	99	113	114	96	101	99	104.3	10.2
25	6.5	94	100	97	75	104	93	95	109	91	77	88	83	92.6	8.5
26	6.5	88	79	85	79	86	86	87	102	88	85	80	83	86	7.5
27	6.5	90	82	86	95	97	92	77	95	88	80	93	87	89	7.9
28	6.5	102	98	100	92	95	91	107	101	78	91	107	99	96.2	9.0
29	6.5	98	90	94	88	84	93	93	90	78	67	80	74	85.1	7.4
30	6.5	110	98	104	82	95	100	96	113	92	80	90	85	95.6	9.0
31	6.5	88	87	88	81	75	90	96	120	82	96	96	96	91	8.2
32	6.5	99	97	98	89	93	89	85	110	100	80	96	88	94.0	8.7



Table 2 (Continued)

New Stanford Achievement Test, Form V, Scores, February 12, 1931, of  
Promoted Pupils of the Central and Lincoln Elementary Schools.

Student Number	School Grade	Paragraph Meaning	Word Meaning	Average Reading	Dictation	Language Usage	Literature	History and Civics	Geography	Physiology-Hygiene	Arithmetic Reasoning	Arithmetic Computation	Average Arithmetic	Total Score	Educational Grade
33	6.5	90	85	88	84	79	81	95	105	82	83	93	88	87.7	7.8
34	6.5	104	92	98	90	105	91	90	97	83	74	93	84	91.9	8.4
35	7.5	101	107	104	94	112	102	92	102	106	83	90	87	98.9	9.5
36	7.5	118	112	115	97	88	101	89	117	102	96	111	103	103.1	10.0
37	7.5	99	103	101	96	108	92	88	101	99	77	98	87	96.1	9.0
38	7.5	100	95	98	90	104	99	94	113	98	88	101	95	98.2	9.3
39	7.5	109	100	105	107	104	91	93	106	97	104	114	109	102.5	9.9
40	8.5	112	99	106	108	99	89	109	119	105	105	98	103	102.5	10.0
41	8.5	115	111	113	107	118	104	104	123	129	100	113	106	111.4	11.3
42	8.5	96	102	99	110	103	94	109	125	100	102	83	92	102	10.0
43	8.5	114	106	110	99	111	98	120	117	97	110	113	111	108.5	10.9
44	8.5	117	104	111	109	120	95	99	113	110	110	115	112	109.2	10.9
45	8.5	106	109	108	101	108	98	102	98	99	105	78	91	100.4	9.7
46	8.5	120	104	112	115	112	109	107	128	108	98	92	95	107	10.5
47	8.6	106	98	102	86	104	98	95	106	101	91	98	95	98	9.3
48	8.6	95	97	96	86	104	104	106	105	103	88	96	92	99.5	9.7



Table 3

New Stanford Achievement Test, Form W, Scores, May 12, 1931, of the  
Promoted Pupils of the Central and Lincoln Elementary Schools.

Student Number	School Grade	Paragraph Meaning	Word Meaning	Average Reading	Dictation	Language Usage	Literature	History and Civics	Geography	Physiology-Hygiene	Arithmetic Reasoning	Arithmetic Computation	Average Arithmetic	Total Score	Educational Grade
1	3.9	45	43	44		45					65	33	49	46	3.8
2	3.9	54	39	47		46					50	55	53	50	4.1
3	3.9	67	55	61		61					65	52	59	60	4.7
4	3.9	55	55	55		63					61	40	51	55	4.4
5	4.9	69	71	70	59	81	70	60	58	76	78	59	69	68	5.5
6	4.9	70	83	77	51	83	72	64	60	67	65	49	57	66.4	5.3
7	4.9	63	62	61	59	84	65	64	68	69	68	61	65	66.3	5.3
8	5.9	87	76	82	79	81	93	92	99	86	81	71	76	84.5	7.4
9	5.9	78	73	76	76	98	60	80	74	79	81	77	79	77.6	6.4
10	5.9	75	71	73	77	78	87	84	86	84	65	69	67	77.6	6.4
11	5.9	84	92	88	85	91	86	91	80	84	78	81	80	86.2	7.5
12	5.9	88	83	86	77	88	93	87	79	82	85	90	88	85.2	7.4
13	5.9	97	84	90	75	95	83	83	76	76	75	63	69	80.7	6.7
14	5.9	74	70	72	79	91	63	75	79	69	71	74	73	74.5	6.1
15	5.9	87	91	89	82	93	72	91	103	95	75	71	73	87.0	8.6
16	6.9	103	98	101	94	99	99	97	101	86	78	92	85	94.7	8.2



Table 3 (Continued)

New Stanford Achievement Test, Form W, Scores, May 12, 1931, of the  
Promoted Pupils of the Central and Lincoln Elementary Schools.

Student Number	School Grade	Paragraph Meaning	Word Meaning	Average Reading	Dictation	Language Usage	Literature	History and Civics	Geography	Physiology-Hygiene	Arithmetic Reasoning	Arithmetic Computation	Average Arithmetic	Total Score	Educational Grade
17	6.9	97	86	92	71	99	88	72	91	83	91	109	100	88.7	7.9
18	6.9	99	92	96	79	101	91	94	88	106	87	106	97	94.3	8.7
19	6.9	88	80	84	68	89	83	88	107	89	91	98	94	88.1	7.8
20	6.9	92	92	92	71	95	91	90	116	96	85	103	94	92.5	8.6
21	6.9	101	84	93	83	95	90	79	96	108	91	98	95	93	8.5
22	6.9	100	84	92	78	93	72	100	97	90	85	92	89	89.1	7.9
23	6.9	95	94	95	82	89	72	102	107	89	87	96	92	91.3	8.2
24	7.9	109	111	110	103	109	114	95	137	150	94	109	101	113	11.5
25	7.9	120	108	114	86	109	98	96	121	131	87	101	94	105.7	10.3
26	7.9	92	89	91	81	83	92	93	105	92	100	101	96	91.8	8.4
27	7.9	107	96	102	97	85	93	88	109	131	98	113	105	102	10.0
28	7.9	103	102	103	106	83	94	99	119	126	87	106	97	102.6	10.0
29	7.9	98	96	97	92	103	87	92	86	104	81	92	87	93	8.5
30	8.9	101	101	101	85	99	105	103	116	114	98	106	102	102.8	9.9
31.	7.9	94	94	94	88	107	92	106	116	131	104	106	105	104	10.2
32	7.9	94	89	91	97	97	97	88	124	114	85	92	88	97.7	9.2



Table 3 (Continued)

New Stanford Achievement Test, Form W, Scores, May 12, 1931, of the  
Promoted Pupils of the Central and Lincoln Elementary Schools.

Student Number	School Grade	Paragraph Meaning	Word Meaning	Average Reading	Dictation	Language Usage	Literature	History and Civics	Geography	Physiology-Hygiene	Arithmetic Reasoning	Arithmetic Computation	Average Arithmetic	Total Score	Educational Grade
33	7.9	100	92	96	88	85	85	93	88	126	85	92	89	91	8.2
34	7.9	114	103	108	100	115	102	90	117	119	87	84	86	103.1	10.0
35	8.9	124	105	115	106	121	92	105	124	117	87	101	94	108	10.7
36	8.9	120	105	113	101	107	105	107	119	122	107	106	107	109	10.8
37	8.9	90	106	98	91	109	103	101	121	123	87	74	80	100.5	9.7
38	8.9	116	108	112	94	121	108	99	130	122	105	101	103	110	11.0
39	8.9	108	104	106	109	111	93	88	103	117	104	113	109	105	10.3
40	9.9	108	106	107	107	103	97	105	119	123	107	103	105	107.8	10.6
41	9.9	122	114	118	113	113	104	109	107	130	102	114	108	112	11.4
42	9.9	110	104	107	114	107	106	106	127	116	102	96	99	108	10.7
43	9.9	118	108	113	106	107	105	115	111	116	119	114	117	111.9	11.4
44	9.9	118	107	113	107	121	102	107	105	123	110	116	113	111.6	11.2
45	9.9	113	104	108	102	103	98	105	100	115	91	94	93	102	10.0
46	9.9	107	111	109	117	115	110	109	128	140	104	103	103	114	11.7
47	9.9	110	98	104	91	106	89	94	98	102	102	92	97	98.2	9.3
48	9.9	99	97	98	89	93	65	95	119	101	83	96	89	93.7	8.5



to grade eight. The last named pupil was promoted to the eighth grade at the beginning of the school year according to the recommendation of the survey staff from the previous year. Five of these seventeen pupils were among the forty-eight who were doubly promoted in the year of 1930-31.

Data regarding the whole school system such as were available from the 1930-31 survey were not recorded so that there was no opportunity to compare chronological, mental, and educational ages or grade placements. The achievement test scores in 1931-32 for the seventeen doubly promoted students and for most of those who had been similarly advanced in the 1930-31 survey are recorded (tables 4 and 5).

The writer was principal of grades seven to twelve inclusive during the time of the survey and has been until the present time. Naturally the work was followed with interest by him and all high school instructors as they have had these students in their classes in later years. During the year 1935-36, for instance, every junior and senior high school class included members who at one time or other were doubly promoted.

In view of the recommendation of the staff that the survey be continuous, it was thought that a study of these students during the five and four-year periods following the promotions might reveal valuable information which would become useful to future study. This idea received the immediate and enthusiastic support of Dr. A. V. Overn and all members of the staff who could be contacted. All work in this study has been done under the same supervision as the original survey.



Table 4

New Stanford Achievement Test, Form X, Scores, October 8, 1931, of  
Promoted Pupils of the Central and Lincoln Elementary Schools.

Student Number	School Grade	Paragraph Meaning	Word Meaning	Average Reading	Dictation	Language Usage	Literature	History and Civics	Geography	Physiology-Hygiene	Arithmetic Reasoning	Arithmetic Computation	Average Arithmetic	Total Score	Educational Grade
1	4.1	48	54	51	53	31	20	60	62	53	65	59	62	52.5	4.3
2	4.1	75	65	70	62	68	20	74	62	65	65	51	58	61	4.8
3	4.1	74	57	66	55	68	40	50	71	73	53	58	56	59.9	4.7
4	4.1	58	64	61	61	56	56	21	60	63	53	49	51	54	4.3
5	5.1	61	77	69	63	98	84	62	64	81	83	67	75	74	6.0
6	5.1	75	65	70	62	68	20	74	62	65	65	51	58	60	4.7
7	5.1	67	66	67	61	72	73	66	68	72	72	61	67	67.8	5.4
8*	6.1	92	81	87	81	78	88	111	91	75	69	72	88	85.4	7.4
9	6.1	85	68	77	83	58	62	60	83	57	81	64	73	70.1	5.7
10	6.1	80	72	76	82	54	76	60	78	72	72	69	71	71.5	5.7
11	6.1	92	90	91	97	92	81	84	82	76	72	61	67	82.7	7.0
12*	6.1	99	89	94	83	92	76	80	95	74	83	77	80	83.8	7.2
14	6.1	78	71	75	80	81	71	68	79	83	62	72	67	74.5	6.0
16*	7.1	105	99	102	87	108	97	91	106	90	100	96	98	97.9	9.3

\* Pupils Doubly Promoted in 1931-32.



Table 4 (Continued)

New Stanford Achievement Test, Form X, Scores, October 8, 1931, of  
Promoted Pupils of the Central and Lincoln Elementary Schools.

Student Number	School Grade	Paragraph Meaning	Word Meaning	Average Reading	Dictation	Language Usage	Literature	History and Civics	Geography	Physiology-Hygiene	Arithmetic Reasoning	Arithmetic Computation	Average Arithmetic	Total Score	Educational Grade
17	7.1	85	85	85	75	90	79	75	82	74	83	92	87	81	6.8
18	7.1	102	92	97	75	78	79	95	108	98	88	92	90	90.7	8.1
19	7.1	87	80	84	71	74	81	72	102	88	85	100	97	74	6.0
20*	7.1	95	87	91	74	90	90	88	102	91	100	81	90	79.8	6.7
22	7.1	82	79	81	80	70	85	88	95	85	83	81	82	88	7.8
23*	7.1	100	95	98	85	88	84	91	111	115	78	88	83	94	8.7
24	8.1	113	110	112	103	106	108	102	111	123	107	111	109	109	10.8
25	8.1	106	105	106	90	98	88	104	117	93	93	94	94	99	9.5
26	8.1	95	91	93	81	90	88	102	97	82	81	92	88	89.9	8.1
28	8.1	103	102	103	86	90	96	89	112	96	90	92	91	95.6	9.1
29	8.1	93	93	93	93	90	93	85	83	80	78	88	83	87.5	7.6
31	8.1	97	83	90	92	90	90	90	114	79	88	106	97	93	8.5
32	8.1	99	94	97	87	92	100	89	109	91	75	103	89	93.9	8.7
33	8.1	82	91	87	86	98	84	92	95	78	88	81	85	87	7.6

\* Pupils Doubly Promoted in 1931-32.



Table 4 (Continued)

New Stanford Achievement Test, Form X, Scores, October 8, 1931, of  
Promoted Pupils of the Central and Lincoln Elementary Schools.

Student Number	School Grade	Paragraph Meaning	Word Meaning	Average Reading	Dictation	Language Usage	Literature	History and Civics	Geography	Physiology-Hygiene	Arithmetic Reasoning	Arithmetic Computation	Average Arithmetic	Total Score	Educational Grade
34	8.1	105	102	104	100	117	106	91	100	92	88	92	90	99	9.5
49*	2.1	20	21	21		10					31	21	26	20	2.6
50*	3.1	41	39	40		39					37	39	38	34	3.1
51*	3.1														
52*	3.1	52	48	50		40					53	33	43	45	3.8
53*	3.1	52	42	47		39					42	31	37	41	3.5
54*	4.1	69	65	67	63	38	62	64	50	71	75	54	63	61	4.8
55*	4.1	61	63	62	57	56	44	47	75	65	75	59	67	60	4.7
56*	5.1	85	92	89	78	91	90	91	98	78	72	61	67	84	7.2
57*	5.1	78	80	79	72	88	85	74	87	76	78	51	65	77	6.3
58*	5.1	84	68	76	81	96	62	80	77	71	68	62	65	75	6.1
59*	5.1														
60*	7.1	105	86	96	95	92	85	91	89	84	109	111	110	95	8.9

\* Pupils Doubly Promoted in 1931-32.



Table 5

New Stanford Achievement Test, Form Z, Scores. February 1, 1932, of  
Promoted Pupils of the Central and Lincoln Elementary Schools.

Student Number	School Grade	Paragraph Meaning	Word Meaning	Average Reading	Dictation	Language Usage	Literature	History and Civics	Geography	Physiology-Hygiene	Arithmetic Reasoning	Arithmetic Computation	Average Arithmetic	Total Score	Educational Grade
1	4.6	61	73	67	51	20	50	50	82	69	59	60	60	57.5	4.5
2	4.6	78	79	79	72	91	70	85	67	76	66	66	66	75	6.1
3	4.6	76	69	73	66	78	82	79	62	57	79	66	73	71.4	5.7
4	4.6	61	82	72	65	75	62	60	69	50	59	60	59	64.3	5.1
5	5.6	74	80	77	59	100	54	67	78	84	76	82	79	75.4	6.1
6	5.6	78	79	79	72	91	70	85	67	76	66	66	66	75	6.1
7	5.6	77	76	77	65	91	81	77	78	78	76	73	75	77.2	6.3
8*	7.6	90	90	90	87	87	91	90	114	94	94	96	95	93.3	8.5
9	6.6	90	83	87	83	89	87	75	91	87	84	106	95	86.6	7.6
10	6.6	86	87	87	82	65	82	65	87	91	82	84	83	81.1	6.8
11	6.6	88	88	88	96	95	84	91	95	101	78	86	82	90.3	8.1
12*	7.6	98	97	98	89	105	86	93	104	100	79	92	85	94.3	8.7
14	6.6	87	86	87	89	75	81	67	81	94	72	82	77	81.4	6.7
16*	8.6	105	110	109	96	105	104	92	116	108	91	90	91	101	9.8

\* Pupils Doubly Promoted in 1931-32.



Table 5 (Continued)

New Stanford Achievement Test, Form Z, Scores, February 1, 1932, of  
Promoted Pupils of the Central and Lincoln Elementary Schools.

Student Number	School Grade	Paragraph Meaning	Word Meaning	Average Reading	Dictation	Language Usage	Literature	History and Civics	Geography	Physiology-Hygiene	Arithmetic Reasoning	Arithmetic Computation	Average Arithmetic	Total Score	Educational Grade
17	7.6	90	99	95	84	95	87	82	121	88	88	98	83	93	8.5
18	7.6	82	102	92	88	99	91	90	120	102	91	109	100	97.4	9.2
19	7.6														
20*	8.6	108	95	102	87	86	95	98	104	95	94	109	102	97	9.2
22	7.6	95	98	97	86	89	79	99	104	97	94	98	96	93.9	8.7
23*	8.6	91	93	92	90	97	87	93	134	112	100	103	101	100	9.7
24	8.6	111	114	113	111	116	116	107	119	118	103	111	107	112	12.3
25	8.6	112	110	111	92	129	99	109	119	108	88	112	100	108	10.7
26	8.6	92	105	99	91	93	102	92	100	95	91	106	99	97	9.2
28	8.6	112	110	111	103	107	104	108	117	97	94	109	102	106	10.4
29	8.6	97	103	100	96	99	91	99	98	86	76	94	85	93.9	8.7
31	8.6	108	92	100	93	103	98	93	127	83	106	111	108	101	9.8
32	8.6	98	94	95	95	103	104	96	111	86	82	112	97	98	9.3
33	8.6	87	92	90	93	89	100	106	100	87	88	86	87	92.8	8.6

\* Pupils Doubly Promoted in 1931-32.



Table 5 (Continued)

New Stanford Achievement Test, Form Z, Scores, February 1, 1932, of  
Promoted Pupils of the Central and Lincoln Elementary Schools.

Student Number	School Grade	Paragraph Meaning	Word Meaning	Average Reading	Dictation	Language Usage	Literature	History and Civics	Geography	Physiology-Hygiene	Arithmetic Reasoning	Arithmetic Computation	Average Arithmetic	Total Score	Educational Grade
34	8.6	102	107	105	112	110	104	91	100	97	94	112	103	103	10.0
49*	3.6	43	45	44		42					49	37	44	43	3.6
50*	4.6	58	49	54		57					59	62	61	57	4.5
51*	4.6	63	55	59		71					55	58	57	60	4.7
52*	4.6	62	59	61		45					59	60	60	57	4.5
53*	4.6	70	60	65		57					62	58	60	61	4.8
54*	5.6	74	75	74	66	90	68	67	72	71	72	58	65	70	5.7
55*	5.6	77	60	69	71	63	62	67	94	61	82	64	73	70	5.7
56*	6.6	95	95	95	82	95	94	100	106	93	84	71	78	92	8.4
57*	6.6	87	86	87	74	95	88	78	85	80	76	67	72	82	7.0
58*	6.6	72	90	86	88	95	78	89	92	70	82	86	84	84	7.2
59*	6.6	82	82	82	79	102	85	80	95	83	86	90	88	86	7.5
60*	8.6	105	101	103	95	101	99	78	118	96	106	106	106	101	9.8

\* Pupils Promoted Doubly in 1931-32.



## CHAPTER 2

## THE METHOD OF APPROACH

The first task was the identification of the pupils, as no such record was preserved. A detailed study of tests on record, class registers, report cards, and other similar records was necessary. Afterwards these lists were checked with staff members, faculty members, and students who were in the system at that time. In this, as well as in many other problems, the secretary of the superintendent, Miss Florence Soule, was able to give such assistance.

After the pupils had been identified, it was necessary to locate them. Only twenty-four of the sixty were still in the school system. Seven pupils had dropped out of school and eleven had already graduated from high school. Eight were attending school at Grand Forks; one, in Park River; three, in Reynolds; and one, in Westhope; making a total of thirteen in North Dakota schools. In other Minnesota schools the five remaining pupils were located. Two were in Battle Lake; one, in Alvarado; one, in Thief River Falls; and one, in Minneapolis. In the search for pupils and in the work following their location the writer found it necessary to make separate trips to Park River, Thief River Falls, Battle Lake, and Minneapolis. Three trips each were made to Alvarado and Reynolds. Of course many visits were made to Grand Forks. It is interesting to note that approximately one thousand five hundred miles were covered by the writer in connection with this study. In every case courteous cooperation was extended by school representatives, parents, and former pupils.



Table 6

Progressive Achievement Test, Battery A, Scores, April 15, 1936, of  
Doubly Promoted Pupils Still Enrolled in Schools.

Student Number	School Grade	Reading Vocabulary Grade Placement	Reading Comprehension Grade Placement	Mathematical Reasoning Grade Placement	Mathematical Fundamentals Grade Placement	Language Grade Placement	Totals	Educational Grade
2 8.4	26 6.9	14 6.4	11 6.1	33 6.3	66 8.8	150 7.1		
4 8.9	54 12.2	43 13.2	37 13.0	59 13.1	101 14.0	294 13.1		
7 9.9	60 13.0	40 12.3	48 15.0	66 14.1	104 14.3	318 13.9		
8 11.9	71 14.1	42 12.8	29 9.5	39 7.1	106 14.5	287 12.7		
10 10.9	63 13.3	37 11.3	45 14.5	67 14.2	98 13.5	310 13.7		
11 10.9	64 13.4	44 13.5	51 15.5	68 14.3	113 15.5	340 14.4		
12 11.9	77 14.5	48 14.5	31 10.2	46 8.5	108 15.0	310 13.7		
13 10.9	68 13.8	42 12.8	53 16.0	69 16.0	113 15.5	345 14.5		
14 10.9	43 13.2	36 11.0	30 9.9	61 13.6	106 14.5	276 12.3		
15 10.9	61 13.1	27 8.4	49 15.0	55 11.8	100 13.9	292 13.0		
16 12.9	74 14.4	48 14.5	28 9.2	45 8.3	99 13.7	294 13.1		
18 11.9	73 14.3	46 14.1	36 12.5	44 8.0	101 14.0	300 13.4		
20 12.9	71 14.1	47 14.4	28 9.2	38 6.9	79 9.9	263 11.6		
21 11.9	59 12.9	38 11.5	27 9.0	43 7.8	97 13.3	264 11.7		
22 11.9	47 10.7	41 12.5	31 10.2	42 7.6	97 13.3	258 11.3		
23 12.9	84 15.0	49 14.5	42 14.0	44 8.0	90 12.1	309 13.7		



Table 6 (Continued)

Progressive Achievement Test, Battery A, Scores, April 15, 1936, of  
Doubly Promoted Pupils Still Enrolled in Schools.

Student Number	School Grade	Reading Vocabulary Grade Placement	Reading Comprehension Grade Placement	Mathematical Reasoning Grade Placement	Mathematical Fundamentals Grade Placement	Language Grade Placement	Totals	Educational Grade
24	12.9	81 15.0	47 14.4	49 15.0	64 13.4	107 14.5	348	14.5
25	12.9	82 15.0	47 14.4	48 15.0	57 12.5	89 11.9	325	14.1
26	11.9	67 13.7	38 11.5	30 9.9	49 9.3	88 11.7	272	12.0
27	12.9	68 13.8	48 14.5	42 14.0	50 9.5	111 15.0	319	14.0
28	12.9	74 14.4	44 13.5	33 10.9	48 9.1	93 12.5	292	13.0
29	12.9	59 12.9	38 11.5	25 8.5	25 5.8	97 13.3	244	10.5
31	12.9	58 12.8	38 11.5	41 13.9	52 10.1	97 13.3	286	12.7
32	12.9	71 14.1	36 11.0	42 14.0	45 8.3	108 15.0	302	13.5
33	12.9	69 13.9	42 12.8	31 10.2	40 7.3	85 11.1	267	11.8
34	12.9	78 14.5	46 14.1	41 13.9	61 13.6	110 15.0	336	14.3
48	12.9	64 13.4	35 10.7	32 10.5	47 8.8	66 8.8	244	10.5
56	10.9	73 14.3	43 13.2	31 10.2	39 7.1	100 13.9	286	12.7
57	10.9	71 14.1	45 13.8	27 9.0	36 6.5	91 12.2	270	11.9
58	10.9	51 11.7	40 12.3	37 13.0	61 13.6	96 13.1	285	12.6
59	10.9	60 13.0	44 13.5	41 13.9	51 9.8	78 9.8	274	12.1
60	12.9	69 13.9	40 12.3	54 16.0	74 15.0	93 12.5	330	14.2



When the pupils had been located, Progressive Achievement Tests, Battery A, were given about the middle of April, 1936 to all the pupils who were still attending school. In order that they might be offered under similar conditions, the writer personally administered all but six. In the case of the six, detailed instructions were given by the writer to those administering them so as to be reasonably sure that the proper care would be exercised. The results of these tests are recorded (Table 6).

Following the tests, questionnaires were sent to the parents, pupils, and instructors of each pupil in an attempt to ascertain as far as possible, social, emotional and other factors (Appendices A-C). In the case of instructors, questionnaires were sent to all possible who were present at the time of the promotions as well as to any others who had ever had any of these pupils subsequently in class. Forty-eight questionnaires were sent to parents, forty-seven of which were returned. Between forty and fifty were distributed to instructors and thirty were returned.

In order to determine their scholastic progress the available records of all classes containing these pupils were then evaluated and ranked. In a few cases it was impossible because of frequent transfers, destruction and loss of records, prohibitive cost and amount of work required. A copy of each pupils's scholastic record for each six weeks period each year since the double promotion was then taken and recorded (tables 7-66). In addition to scholastic record these tables include rankings, ages, test scores, grade equiv-



alents and age equivalents or educational ages. All failures are recorded in red. The point of double promotion in each case is indicated by a red line.











Table 9

## The Record of Student 3

Year	1930-31							1931-32							1932-33						
Grade	2-3							4							5						
Period	1	2	3	4	5	6	F	1	2	3	4	5	6	F	1	2	3	4	5	6	F
Reading	B	A	A	A	A	A	A	B	B	B	A	A	A	A	B	B	B	A	A	A	A
Language	C	C	C	B	B	B	C	B	A	A	A	A	A	A	B	A	A	A	A	A	A
Spelling	B	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A
Mathematics	B	B	B	A	A	B	B	A	A	A	A	B	A	A	B	A	A	B	B	B	B
Geography	C	C	C	C	C	B	C	B	A	A	B	A	A	A	B	A	A	A	A	A	A
Fine Arts	C	C	C	C	C	C	C	B	C	C	B	B	B	B	B	B	B	B	B	B	B
Music	C	C	C	C	C	A	C	B	B	B	B	B	B	B	B	B	A	A	A	A	A
Penmanship	C	C	B	B	B	B	B	C	C	C	C	C	B	C	C	B	A	A	A	A	A
Physiology								B	B	A	A	A	A	A	A	B	B	A	A	A	A
Social Science								A	B	B	B	A	A	B		B	B	A	B	A	A
Application	B	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A
Deportment	B	B	B	A	A	B	B	A	B	B	B	B	B	B	B	B	A	A	B	B	B
Days Absent	0	0	0	0	0	0	0	0	0	0	5	0	0	5	0	5	0	1	1	1	8
Rank	7-28							1-44							1-43						
Age	7-5				7-8			8-8						9-8							
Test Score	47.0				60.0			59.9				71.4									
Grade Equivalent	3.9				4.7			4.7				5.7									
Age Equivalent	9-9				10-8			10-7				11-7									

Year	1933-34							1934-35							1935-36						
Grade	6							7							8						
Period	1	2	3	4	5	6	F	1	2	3	4	5	6	F	1	2	3	4	5	6	F
Reading-English	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A
Language	A	A	A	A	A	A	A														
Spelling	A	A	A	A	A	A	A														
Mathematics	A	A	A	A	A	A	A	A	A	A	A	A	A	A	B	B	B	A	A	A	A
Geography	A	A	A	A	A	A	A	A	A	A	B	A	A	A							
Social Science	B	B	A	A	A	A	A	A	A	A	A	A	B	A	A	A	A	A	B	A	A
Fine Arts	B	B	A	B	A	A	B														
Music	C	C	C	C	C	C	C	B	A	A	A	B	B	B	A	A	A	A	A	A	A
Penmanship	A	A	A	A	A	A	A														
Physiology	A	A	A	A	A	A	A														
General Science								A	A	A	A	A	A	A	A	A	A	A	B	A	A
Industrial Arts								B	B	A	A	A	A	A					B	A	A
Activity															A	A	A	A	A	A	A
English															B	A	B	A	A	B	A
Application	A	A	A	A	A	A	A	A	A	A	A	A	A	A	B	A	A	A	A	B	A
Deportment	B	C	C	B	C	C	C	A	A	A	A	A	A	A	A	B	A	A	B	B	A
Days Absent	0	0	0	2	0	5	7	0	1	1	4	4	0	10	0	0	0	0	0	1	1
Rank						1-29									1-58						
Age						10-8									11-8						
Test Score																1071					
Grade Equivalent																10.5					
Age Equivalent																17-4					



Table 10

## The Record of Student 4

Year	1930-31							1931-32							1932-33						
Grade	2-3							4							5						
Period	1	2	3	4	5	6	F	1	2	3	4	5	6	F	1	2	3	4	5	6	F
Reading	C	A	A	A	A	A	A	B	A	A	A	A	A	A	B	B	C	B	B	B	B
Language	C	C	C	B	B	B	C	A	A	A	A	A	A	A	B	A	A	A	B	B	A
Spelling	C	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A
Mathematics	B	B	B	A	C	B	B	B	B	B	B	B	B	B	C	C	C	C	C	C	C
Geography	C	C	C	C	C	C	C	A	A	A	A	A	A	A	B	B	A	B	A	A	A
Fine Arts	C	B	B	B	B	B	B	C	C	C	B	C	C	C	B	B	B	B	B	B	B
Music	C	A	C	C	B	A	B	B	B	B	B	B	B	B	B	B	B	A	A	A	A
Penmanship	C	C	B	A	A	A	B	C	B	B	B	B	B	B	B	B	B	B	B	B	B
Physiology								B	B	B	B	B	B	B	B	B	B	B	B	B	B
Social Science								B	B	B	B	B	B	B	B	A	A	B	A	A	A
Application	B	B	A	A	A	A	A	A	A	A	A	A	A	A	B	B	A	A	A	A	A
Deportment	B	B	A	A	A	A	A	A	A	A	A	A	A	A	B	A	A	A	A	A	A
Days Absent	0	0	2	1	1	0	4	0	4	0	3	1	0	8	1	1	1	1	5	3	12
Rank	5-28							2-44							4-43						
Age	7-7						7-10	8-10							9-10						
Test Score	41.4						55.0	54.0 64.3													
Grade Equivalent	3.5						4.4	4.3 5.1													
Age Equivalent	9-3						10-4	10-3 11-0													

  

Year	1933-34							1934-35							1935-36						
Grade	6							7							8						
Period	1	2	3	4	5	6	F	1	2	3	4	5	6	F	1	2	3	4	5	6	F
Reading	B	B	B	B	B	B	B	C	C	C	B	B	B	C	B	B	B	B	B	B	B
Language	B	B	B	B	B	B	B	F	C	C	C	C	C	C	B	A	A	A	B	B	B
Spelling	B	B	B	B	B	A	B	C	C	B	B	C	C	C	A	A	A	B	A	A	A
Mathematics	C	C	C	C	C	C	C	D	B	B	B	B	C	C	B	B	B	B	D	B	C
Geography	C	C	C	C	C	C	C	C	B	B	B	B	B	B							
Social Science	C	C	C	C	C	C	C	B	B	C	C	C	C	C	B	B	B	B	B	B	B
Penmanship	C	C	B	B	B	C	C	D	D	D	C	C	C	D	B	B	B	B	B	B	B
Physiology	C	C	C	C	C	C	C	C	B	B	B	B	B	B							
Agriculture								C	C	C	C	C	C	C	C	C	C	C	C	C	C
Social Science								C	C	C	B	B	B	C	C	C	C	C	C	C	C
General Science															C	B	B	C	C	C	C
Application	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B
Deportment	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B
Days Absent	1	1	4	3	2	2	13	2	0	4	0	2	1	9	0	0	0	0	0	0	0
Rank	3-8							2-8							1-8						
Age	10-10							11-10							12-10						
Test Score															220						
Grade Equivalent															13.10						
Age Equivalent															18-4						



Table 11

## The Record of Student 5

Year	1930-31							1931-32							1932-33						
Grade	3-4							5							6						
Period	1	2	3	4	5	6	F	1	2	3	4	5	6	F	1	2	3	4	5	6	F
Reading	B	B	B	B	B	B	B	C	B	B	B	B	B	B	C	C	C	C	C	C	C
Language	B	B	B	B	B	B	B	B	B	B	B	C	C	B	D	D	C	C	C	C	C
Spelling	A	A	A	B	B	A	A	C	B	B	B	C	B	B	C	C	A	A	A	C	B
Mathematics	B	B	B	B	A	A	A	C	B	A	B	B	B	B	D	C	C	C	C	A	C
Social Science	B	B	B	B	B	B	B	D	C	B	B	B	B	B	C	D	C	C	B	B	C
Fine Arts	C	B	C	B	B	B	B	C	C	C	C	C	C	C	C	C	C	C	C	C	C
Music	C	C	C	C	B	B	C								C	C	C	C	C	C	C
Penmanship	B	B	B	B	B	A	B	C	C	C	C	C	C	C	C	C	C	C	B	B	C
Physiology	B	B	B	A	A	A	A	C	C	B	B	C	B	C	C	C	C	C	C	C	C
Geography	C	B	B	B	C	C	C	C	B	B	B	C	C	C	D	C	C	C	B	B	C
Posture															C	C	C	C	C	C	C
Application	B	B	B	B	B	B	B	B	A	A	B	C	B	B	C	C	C	C	B	B	C
Deportment	C	C	B	D	C	C	C	B	B	B	C	D	C	C	D	D	D	D	C	C	D
Days Absent	0	0	3	0	0	0	3	0	0	0	0	0	0	0	0	0	0	3	0	2	5
Rank	1-13							2-9							1-8						
Age	8-9						9-0	10-0							11-0						
Test Score	53.0						68.0	74.0 75.4													
Grade Equivalent	4.3						5.5	6.0 6.1													
Age Equivalent	10-2						11-4	11-10 11-11													

Year	1933-34							1934-35							1935-36						
Grade	7							8							9						
Period	1	2	3	4	5	6	F	1	2	3	4	5	6	F	1	2	3	4	5	6	F
English	C						C	C	B	C	B	B	B	B	C	D	C	C	B	C	C
General Science	B						B	C	C	C	B	B	B	B	B	B	A	B	A	A	A
Industrial Arts	C							C	B	C	B	B	B	B	B	B	C	C	B	A	A
Mathematics	D						C	C	A	C	B	B	A	B	B	B	C	C	C	B	B
Music	C										C	C	C	C							
Social Science	C						C	C	C	C	C	C	C	C							
Geography	C						C														
Business Training															C	B	B	C	B	B	B
Application	C							C	C	B	B	C	C	C	C	B	C	D	A	A	B
Deportment	C							C	C	C	D	C	C	C	B	B	D	D	A	A	B
Days Absent	0							2	1	7	2	0	2	14	1	1	0	1	3	0	6
Rank							1-4	11-67							6-81						
Age							12-0	13-0							14-0						
Test Score															1009						
Grade Equivalent															10.8						
Age Equivalent															16-6						



Table 12

## The Record of Student 6

Year	1930-31							1931-32							1932-33						
Grade	3-4							5							6						
Period	1	2	3	4	5	6	F	1	2	3	4	5	6	F	1	2	3	4	5	6	F
Reading	A	A	A	A	A	A	A	C	C	C	B	C	C	C	B	B	A	A	A	A	A
Language	B	B	B	A	A	B	A	C	C	C	B	C	C	C	B	B	B	C	C	C	C
Spelling	A	A	A	A	A	D	A	B	A	C	A	A	A	A	A	A	C	A	B	A	A
Mathematics	A	A	A	A	A	B	A	D	C	C	D	C	C	C	C	C	C	C	C	C	D
Social Science	B	B	C	C	B	D	C	D	D	C	C	C	D	D	F	D	C	D	D	D	D
Fine Arts	B	B	B	B	B	B	B	C	D	C	C	C	C	C	C	D	D	D	D	D	C
Music	B	B	B	B	B	B	B	D	D	D	D	D	D	D	D	D	D	D	D	D	D
Penmanship	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C
Geography								C	D	C	C	D	D	D	F	F	C	F	F	F	F
Physiology															C	C	C	C	D	D	D
Application	A	A	A	A	A	A	A	C	C	C	C	C	C	C	C	C	C	C	C	C	C
Deportment	A	A	A	A	B	A	A	B	B	B	B	B	B	B	B	B	B	B	B	B	B
Days Absent	0	0	5	1	0	1	7	1	0	1	1	1	0	4	0	2	0	0	0	0	2
Rank	2-23							29-43							40-50						
Age	9-6						9-9	10-9							11-9						
Test Score	53.0						66.4	60.0						75.0							
Grade Equivalent	4.3						5.3	4.7						6.1							
Age Equivalent	10-2						11-2	10-8						11-11							

  

Year	1933-34							1934-35							1935-36						
Grade	7							7							8						
Period	1	2	3	4	5	6	F	1	2	3	4	5	6	F	1	2	3	4	5	6	F
English	D	D	D	D	C	C	D	C	D	B	B	D	D	C	F	F	D	F	F	D	D
General Science	F	F	F	F	F	D	F	C	C	D	B	C	B	C	D	D	D	F	D	D	D
Industrial Arts	C	C	C	C	C	C	C	C	C	B	C	B	B	B	B	C	C	D	C	C	C
Mathematics	C	F	D	F	F	F	F	C	B	A	B	C	C	B	C	C	C	C	D	D	C
Geography	C	F	D	F	F	F	F	F	C	B	B	C	D	C							
Music	F	F	F	D	D	F	D	C	C	C	F	F	F	D	C	D	D	F	F	F	F
Social Science	D	F	F	D	F	D	F	C	C	C	C	D	C	C	D	B	C	F	D	C	C
English															D	C	C	C	C	C	C
Activity															C	C	D	D	D	D	D
Application	B	D	F	D	F	F	F	C	B	B	B	C	C	C	D	C	C	D	D	C	D
Deportment	C	C	D	D	D	F	D	C	C	B	B	C	D	C	D	C	C	C	C	D	C
Days Absent	1	3	0	0	0	1	5	0	0	5	0	1	1	7	1	0	3	1	8	1	24
Rank	67-71							24-56							50-58						
Age	12-9							13-9							14-9						
Test Score															956						
Grade Equivalent															9.5						
Age Equivalent															15.0						



Table 13

## The Record of Student 7

Year	1930-31							1931-32							1932-33						
Grade	3-4							5							6						
Period	1	2	3	4	5	6	F	1	2	3	4	5	6	F	1	2	3	4	5	6	F
Reading	A	A	A	A	A	A	A	C	C	B	B	B	B	B	B	B	B	B	B	B	B
Language	B	B	B	A	A	A	A	B	B	C	B	C	C	C	C	C	B	B	B	B	C
Spelling	B	A	B	A	A	C	B	C	B	C	B	A	A	B	B	A	A	A	A	A	A
Mathematics	A	A	A	A	A	B	A	C	C	B	B	A	B	B	B	B	B	B	B	B	B
Social Science	B	C	C	C	A	D	C	B	C	B	C	C	B	C	C	C	C	C	C	B	C
Fine Arts	B	B	B	B	B	B	B	C	C	C	C	C	C	C	C	C	C	C	C	C	C
Music	B	B	B	B	B	B	B	C	D	D	D	D	C	D	D	D	D	D	D	D	D
Penmanship	B	B	B	B	B	B	B	C	B	B	B	B	B	B	C	C	C	C	C	C	C
Geography								C	D	C	C	B	A	C	C	C	B	B	B	B	C
Physiology															C	C	B	B	C	C	C
Application	A	A	A	A	A	B	A	B	B	B	B	B	B	B	C	C	C	C	C	C	C
Department	A	A	A	A	A	B	A	B	B	B	B	B	B	B	C	C	C	C	C	C	C
Days Absent	0	0	6	2	0	0	8	0	0	2	5	0	1	8	1	0	0	1	2	1	5
Rank	1-23							20-43							16-50						
Age	8-2						8-5	9-5							10-5						
Test Score	52.0						66.3	67.8 77.2													
Grade Equivalent	4.2						5.3	5.4 6.3													
Age Equivalent	10-1						11-2	11-3 12-2													

  

Year	1933-34							1934-35							1935-36						
Grade	7							8							9						
Period	1	2	3	4	5	6	F	1	2	3	4	5	6	F	1	2	3	4	5	6	F
Reading-English							B	B	A	A	A	A	B	A	C	D	C	D	C	C	C
Language							B	B	A	A	A	B	B	B							
Spelling							B	A	A	B	A	A	A	A							
Mathematics							B	A	A	A	A	A	A	A	C	D	D	D	D	D	D
Geography							B														
General Science							B	B	B	A	A	A	A	A	C	D	C	D	C	C	C
Social Science							B	B	B	A	B	B	A	B							
Music								B	B	A	A	A	A	A							
Penmanship								B	B	B	B	B	B	B							
Physiology								B	B	B	B	B	B	B							
Business Training															B	C	C	C	C	C	C
Industrial Arts															C	C	D	D	C	C	C
Application								C	B	A	A	A	A	A	C	C	C	C	C	C	C
Department								C	B	A	A	A	A	A	C	C	C	C	C	C	C
Days Absence								0	1	0	2	0	1	4	0	0	0	1	0	0	1
Rank															12-25						
Age							11-5								13-5						
Test Score															230						
Grade Equivalent															13.9						
Age Equivalent															19-2						



Table 14

## The Record of Student 8

Year	1930-31							1931-32							1932-33						
Grade	4-5							6-7							8						
Period	1	2	3	4	5	6	F	1	2	3	4	5	6	F	1	2	3	4	5	6	F
Reading-English	A	A	A	A	A	A	A	A	A	A	A	B	B	B	C	B	B	C	B	B	C
Language	B	A	A	A	A	A	A	A	A	A	A	B	B	B							
Spelling	A	A	A	A	A	A	A	A	A	A	A	B	B	B							
Mathematics	B	A	A	A	A	A	A	B	B	B	B	B	B	B	C	C	C	A	A	C	B
Geography	A	A	A	A	A	A	A	A	A	A	A	B	C	B							
Social Science	A	A	A	A	A	A	A	A	A	A	A	B	B	B	A	A	B	B	A	A	A
Fine Arts	B	B	B	A	A	A	A	C	B	C	C										
Music	B	B	B	B	B	B	B	A	A	A	A	B	B	A							
Penmanship	B	B	A	A	A	B	A	B	B	B	B										
Physiology								B	B	B	B										
General Science															A	B	B	A	B	A	A
Industrial Arts															B	B	C	B	C	C	C
Application	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	B	A	A	A	A	A
Deportment	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	B	A
Days Absent	0	2	1	0	0	0	3	0	0	0	3	0	3	6	0	1	9	4	0	1	15
Rank	1-19							1-32							7-46						
Age	9- 6						9- 9	10- 9							11- 9						
Test Score	77.6						84.5	85.4 93.3													
Grade Equivalent	6.4						7.4	7.4 8.5													
Age Equivalent	12- 3						13- 1	13-1 14-6													

  

Year	1933-34							1934-35							1935-36						
Grade	9							10							11						
Period	1	2	3	4	5	6	F	1	2	3	4	5	6	F	1	2	3	4	5	6	F
English	B	A	B	A	A	B	C	A	B	A	A	B	A	B	C	B	B	A	A	A	B
General Science	B	B	C	C	B	B	B														
Business Training	A	A	B	A	B	B	A														
Industrial Arts	B	B	B	B	B	B	B	B	B	A	A	A	A	A							
Fine Arts							C	C	C	C	B	B	B	C							
Social Science								A	A	B	B	A	B	A	B	B	A	B	A	A	B
Biology								B	C	C	C	C	B	B							
Stenography															C	C	C	C	C	B	C
Typewriting															B	C	B	C	C	B	B
Speech															B	B	A	B	B	B	B
Application	A	A	A	A	B	A	A	A	A	A	A	A	A	A	A	B	A	B	A	A	A
Deportment	A	A	A	A	B	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A
Days Absent	0	6	0	0	0	0	6	0	0	1	5	1	0	7	2	0	0	2	0	0	4
Rank							3-58							5-52							13-51
Age							12- 9							13- 9							14- 9
Test Score																					287
Grade Equivalent																					12-7
Age Equivalent																					17-11



Table 15

## The Record of Student 9

Year	1930-31							1931-32							1932-33						
Grade	4-5							6							7						
Period	1	2	3	4	5	6	F	1	2	3	4	5	6	F	1	2	3	4	5	6	F
Reading-English	B	B	B	A	A	A	B	A	A	A	A	A	A	A	C	A	A	B	B	B	B
Language	B	A	A	A	B	A	A	B	A	A	A	A	A	A							
Spelling	A	A	A	A	A	A	A	C	A	A	A	A	A	A							
Mathematics	B	B	A	A	C	B	B	B	C	C	B	B	B	B	B	C	B	C	A	B	B
Geography	B	B	C	A	B	B	B	C	B	C	C	B	B	B							
Social Science	B	C	C	A	B	B	B	C	C	C	C	B	B	C	C	C	C	B	C	C	C
Physiology	C	A	B	B	B	B	B	C	B	B	B	A	A	B							
Fine Arts	C	C	B	B	B	B	B	B	B	B	B	B	B	B							
Music	B	B	B	A	B	B	B	A	A	A	A	A	A	A							
Penmanship	B	B	B	A	B	B	B	B	B	B	B	B	B	B							
General Science															C	C	C	C	B	C	C
Industrial Arts															B	A	B	B	B	C	B
Application	A	A	A	A	A	A	A	A	A	A	A	A	A	A	B	A	A	A	A	A	A
Deportment	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	B	A	A	A	A
Days Absent	2	1	1	1	1	1	6	1	1	1	1	0	0	4	5	1	4	0	0	1	11
Rank	2-47							6-32							9-42						
Age	10-11							12-1							13-1						
Test Score	65.6							70.1 86.6													
Grade Equivalent	5.3							5.7 7.6													
Age Equivalent	11-2							11-6 13-5													

Year	1933-34							1934-35						
Grade	8							9						
Period	1	2	3	4	5	6	F	1	2	3	4	5	6	F
English	B	B	A	A	B	A	B							
Mathematics	B	A	B	C	B	C	B							
Social Science	D	D	C	D	B	C	C							
Elective	B	A	A	B	B	B	B							
General Science	B	B	B	B	B	B	B							
Music	D	D	D	C	B	C	C							
Application	A	B	B	C	B	C	B	F						
Deportment	A	B	B	B	B	B	B	F						
Days Absent	0	0	1	1	2	3	17	20						
Rank	11-42													
Age	14-1													











Table 18

The Record of Student 12

Year	1930-31							1931-32							1932-33						
Grade	4-5							6-7							8						
Period	1	2	3	4	5	6	F	1	2	3	4	5	6	F	1	2	3	4	5	6	F
Reading-English	A	A	A	A	A	A	A	A	A	A	A	B	B	B	C	B	B	A	A	A	B
Language	B	A	A	A	A	B	A	A	A	A	A	B	B	B							
Spelling	A	A	A	A	A	A	A	A	A	A	A	A	A	A							
Mathematics	A	A	A	A	A	B	A	B	C	B	B	B	B	B	C	C	A	B	A	A	A
Geography	A	A	A	A	A	A	A	A	A	A	A	C	C	C							
Social Science	A	A	A	B	B	B	A	A	A	A	A	B	B	A	A	A	A	A	A	A	A
Fine Arts	B	B	B	B	B	B	B	C	C	C	C										
Music	B	B	B	B	B	B	B	A	A	A	A	B	B	C							
Penmanship	B	B	B	A	A	A	A	B	B	B	B										
Industrial Arts												C	C	C	C	C	D	C	C	C	C
Physiology								B	B	B	B										
General Science															A	B	A	A	A	A	A
Application	A	A	A	A	A	A	A	A	A	A	A	B	B	A	A	A	A	A	A	A	A
Department	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A
Days Absent	0	1	9	1	0	2	13	0	0	0	2	1	0	3	1	0	0	5	0	2	8
Rank	2-19							4-32							2-46						
Age	10- 6					10- 9		11- 9					12- 9								
Test Score	75.9					85.2		83.8 94.3													
Grade Equivalent	6.2					7.4		7.2 8.7													
Age Equivalent	12-0					13- 1		12-11 14- 8													

  

Year	1933-34							1934-35							1935-36						
Grade	9							10							11						
Period	1	2	3	4	5	6	F	1	2	3	4	5	6	F	1	2	3	4	5	6	F
English	A	A	A	A	B	C	B	A	A	A	A	A	A	A	A	A	A	A	A	A	A
General Science	B	C	C	B	B	C	B														
Business Training	B	C	C	C	C	C	C														
Industrial Arts	B	C	C	C	C	F	C	C	C	D	C	C	C	C							
Fine Arts							D														
Social Science								A	A	A	A	A	A	A	B	A	A	A	A	A	A
Biology								C	B	A	B	B	B	B							
Stenography															B	A	A	B	A	A	A
Tyewriting															D	C	C	B	B	B	B
Application	A	C	A	A	B	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A
Department	A	A	A	A	B	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A
Days Absent	0	0	0	2	5	1	8	0	3	0	1	0	1	5	9	2	5	3	1	2	22
Rank							7-58							6-52							2-51
Age						13- 9							14- 9								15- 9
Test Score															310						
Grade Equivalent															13.7						
Age Equivalent															19-0						















Table 22

## The Record of Student 16

Year	1930-31							1931-32							1932-33						
Grade	5-6							7-8							9						
Period	1	2	3	4	5	6	F	1	2	3	4	5	6	F	1	2	3	4	5	6	F
Reading-English	B	B	B	B	B	B	B	C	B	B	B	B	C	C	C	C	C	D	F	D	D
Language	C	B	B	B	C	C	C														
Spelling	A	A	A	A	A	A	A	A	A	A	A	A	C	C							
Mathematics	C	C	B	B	C	B	C	C	C	C	B	C	C	D	F	D	C	F	C	C	D
Geography	B	A	B	A	C	B	B														
Social Science	B	B	B	A	C	B	B	D	B	C	B	C	C	C							
Physiology	A	A	B	B	C	C	B														
Fine Arts	C	C	B	B	B	B	B	D	A	A	A	C	A	B							
Music	B	B	B	B	B	C	B	B	B	B	B	B	B	B							
Penmanship	C	C	C	B	B	B	C	C	C	C	C										
General Science								C	C	C	B	C	D	C	B	C	C	F	C	D	C
Industrial Arts								C	C	C	C	B	B	B	C	C	C	C	C	C	C
Application	B	B	B	B	B	B	B	C	C	C	B	B	B	C	B	B	A	C	A	C	B
Deportment	C	C	B	B	B	A	B	C	C	C	B	A	A	B	B	B	A	B	A	A	A
Days Absent	0	1	6	0	0	0	7	0	0	1	2	0	0	3	0	1	0	0	0	0	1
Rank	2-38							6-56							38-73						
Age	10-10					11-1		12-1							13-1						
Test Score	89.2					94.7		97.9					101.0								
Grade Equivalent	7.8					8.9		9.3					9.8								
Age Equivalent	13-9					14-10		14-4					14-9								

Year	1933-34							1934-35							1935-36						
Grade	10							11							12						
Period	1	2	3	4	5	6	F	1	2	3	4	5	6	F	1	2	3	4	5	6	F
English	C	D	D	C	C	C	D	C	C	C	C	C	C	C	B	D	B	C	C	B	B
Social Science	C	C	C	C	D	D	C	C	C	C	B	C	B	B	B	C	C	C	C	C	C
Bookkeeping	C	D	C	D	C	C	C														
Industrial Arts	C	C	D	D	D	C	C														
Stenography								B	C	C	C	C	C	C	C	C	C	B	B	B	C
Typewriting								C	C	C	C	B	B	C							
Band								B	B	A	B	A	A	A	A	A	A	A	A	A	A
Speech								C	C	C											
Chemistry															C	D	C	C	C	B	C
Application	A	A	A	A	A	A	A	A	A	A	A	A	A	A	B	B	A	A	A	A	A
Deportment	A	A	B	A	A	A	A	A	A	A	A	A	A	A	A	B	A	A	A	A	A
Days Absent	0	1	0	0	0	0	1	0	0	0	1	0	0	1	0	1	0	0	0	1	2
Rank	35-57					35-57		15-49							19-48						
Age	14-1							15-1							16-1						
Test Score															294						
Grade Equivalent															13.1						
Age Equivalent																					















Table 26

## The Record of Student 20

Year	1930-31							1931-32							1932-33								
Grade	5-6							8							9								
Period	1	2	3	4	5	6	F	1	2	3	4	5	6	F	1	2	3	4	5	6	F		
Reading-English	A	A	A	A	A	A	A	C	C	D	D	C	D	C	F	F	D	F	D	C	D		
Language	B	B	B	B	B	B	B																
Spelling	B	A	A	B	B	B	B	D	D	F	F	B	D	F									
Mathematics	C	B	A	A	C	B	B	D	C	D	D	D	C	D	F	F							
Social Science	B	A	A	A	A	A	A	D	C	D	B	C	C	B			B	C	A	B	A	C	B
Geography	B	A	A	A	A	A	A																
Physiology	C	B	B	B	B	A	B																
Fine Arts	C	C	C	C	C	C	C					C	A	D	C								
Music	C	C	C	C	C	C	C	C	C	A	C	C	C	C									
Penmanship	C	C	C	B	B	B	C	D	D	F	C	C	C	C									
General Science								D	D	D	D	C	D	D			B	C	D	F	C	C	C
Industrial Arts								D	D	D	D	D	D	D			F	F	F	F			
Application	A	A	A	A	A	A	A	C	B	C	D	D	D	C			A	B	F	C	C	D	C
Deportment	B	B	B	B	B	A	B	D	D	D	D	D	D	D			A	B	C	B	C	C	C
Days Absent	0	0	0	0	0	0	0	1	0	1	6	0	1	9			0	0	0	1	1	0	2
Rank	1-14												45-56								61-73		
Age	10- 1						10- 4						11- 4								12- 4		
Test Score	83.00						92.5	79.8						97.00									
Grade Equivalent	7.1						8.6	6.7						9.2									
Age Equivalent	12-10						14- 6	12-6						15- 2									

Year	1933-34							1934-35							1935-36						
Grade	10							11							12						
Period	1	2	3	4	5	6	F	1	2	3	4	5	6	F	1	2	3	4	5	6	F
English	F	F	F	C	B	F	D	D	C	C	A	A	B	B	A	A	C	A	B	C	C
Social Science	C	A	C	D	B	C	C	B	A	A	A	A	B	A	B	C	B	B	C	F	C
Biology	F	C	F	F	D	D	D														
Bookkeeping	F	F						B	B	A	A	A	A	A							
German								C	B	B	B	B	B	B		B	B	B	B	B	B
Speech								C	C	C	C	C	C	C		C	C	D	F	F	F
Chemistry																B	D	C	C	C	D
Plane Geometry																D	F	F	F	F	F
Application	C	C	C	C	C	B	C	A	C	A	C	A	A	B	C	D	D	C	D	D	D
Department	C	C	D	D	D	B	C	B	C	F	C	A	C		C	D	D	D	D	F	D
Days Absent	2	1	4	4	1	2	14	2	0	0	1	2	0	5	3	2	1	1	3	5	15
Rank							52-61							3-49							13-48
Age							13- 4							14- 4							15- 4
Test Score																					263
Grade Equivalent																					11.6
Age Equivalent																					17- 8



Table 27

## The Record of Student 21

Year	1930-31							1932-33						
Grade	5-6							8						
Period	1	2	3	4	5	6	F	1	2	3	4	5	6	F
Reading-English	C	B	C	B	B	B	B	B	B	B	C	B	C	C
Language	C	C	B	B	B	C	C	B	C	B	B	B	B	B
Spelling	A	B	B	A	A	A	A	D	B	A	B	A	A	A
Mathematics	C	C	C	C	B	C	B	C	C	C	B	B	C	C
Social Science	C	C	B	C	B	C	B	C	C	C	C	C	B	C
Geography	C	B	B	B	B	C	C							
Physiology	B	B	B	B	A	C	B	C	C	B	C	C	C	C
Fine Arts	C	C	C	B	B	B	B	C	C	B	B	B	B	B
Music	B	B	B	B	A	A	A							
Penmanship	C	C	C	B	B	B	B							
Industrial Arts								C	C	C	C	C	C	C
Application	C	C	C	B	B	B	B	C	B	B	A	A	A	B
Deportment	D	D	C	C	C	B	C	C	B	B	A	A	A	B
Days Absent	1	3	8	0	0	0	12	1	0	0	0	0	0	1
Rank	12-38													
Age	10-11			11-12							13-14			
Test Score	82.00			93.00										
Grade Equivalent	7.0			8.5										
Age Equivalent	12-8			14-6										

  

Year	1933-34							1934-35							1935-36						
Grade	9							10							11						
Period	1	2	3	4	5	6	F	1	2	3	4	5	6	F	1	2	3	4	5	6	F
English	C	B	B	C	B	B	C	C	B	B	B	B	B	B	B	B	B	B	B	B	B
General Science	B	B	B	B	B	B	B														
Industrial Arts	C	C	C	C	C	B	C														
Business Training	C	C	C	C	B	B	C														
Biology								C	C	C	C	C	B	C							
Bookkeeping								C	C	D	D	D	C	D							
Mathematics								D	C	C	D	D	C	D							
Commercial Law																		C	C	B	C
Social Science															B	B	B	C	C	C	C
Typewriting															C	C	C	C	C	C	C
Application	B	A	A	A	A	A	A	B	A	A	B	A	A	A	B	B	B	A	A	A	A
Deportment	B	A	A	A	A	A	A	B	A	A	B	A	A	A	A	A	A	A	A	A	A
Days Absent	0	2	2	1	0	0	5	0	4	0	0	0	0	4	2	3	4	0	0	1	10
Age				14-15			2				15-16			2				16-17			
Test Score																		202			
Grade Equivalent																		11.7			
Age Equivalent																		16-10			



Table 28

## The Record of Student 22

Year	1930-31							1931-32							1932-33						
Grade	5-6							7							8						
Period	1	2	3	4	5	6	F	1	2	3	4	5	6	F	1	2	3	4	5	6	F
Reading-English	B	B	B	B	B	B	B	B	B	B	B	B	B	B	C	A	B	B	B	B	C
Language	B	B	B	B	B	B	C														
Spelling	A	A	A	A	A	A	A	C	C	C	C	C	B	C							
Mathematics	B	B	B	B	B	C	B	A	C	B	A	B	C	C	C	C	B	C	C	C	C
Geography	B	B	B	A	B	C	B														
Social Science	B	B	A	B	B	C	C	A	B	D	C	B	B	B	C	B	B	B	B	B	B
Physiology	B	A	B	B	B	C	B	A	A	C	B	B	B	B							
Fine Arts	C	C	C	C	C	C	C	C	D	A				C							
Music	B	B	B	B	B	B	B	B	B	C	C	B	C	C							
General Science								A	A	C	B	B	C	B	B	B	B	A	B	B	B
Industrial Arts								C	C	C	C	C	B	C	C	C	C	C	B	B	C
Application	B	B	B	B	B	B	B	B	C	C	C	C	B	B	C	C	B	A	B	B	B
Deportment	B	B	C	C	C	B	C	C	D	C	C	B	B	C	D	C	A	C	B	B	C
Days Absent	0	0	1	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Rank	1-38							14-56							12-46						
Age	12-3			12-6				13-6			14-6				14-6						
Test Score	76.1			89.1				88.0			93.9										
Grade Equivalent	6.2			7.9				7.8			8.7										
Age Equivalent	12-0			13-9				13-7			14-6										

Year	1933-34							1934-35							1935-36						
Grade	9							10							11						
Period	1	2	3	4	5	6	F	1	2	3	4	5	6	F	1	2	3	4	5	6	F
English	B	A	B	A	A	C	C	C	D	B	C	C	D	C	C	C	C	D	C	C	C
General Science	C	C	C	C	C	C	C														
Business Training	C	C	C	C	C	C	C														
Industrial Arts	C	B	C	D	C	C	C	B	C	B	C	B	B	B							
Social Science								B	B	B	B	B	B	B	B	B	B	C	B	B	B
Bookkeeping								B	C	B	B	B	B	B							
Stenography															C	C	C	C	B	C	C
Typewriting															C	C	C	C	C	C	C
Application	B	A	A	A	A	A	A	A	C	A	C	B	B	B	A	B	B	B	C	D	C
Deportment	B	A	A	A	A	A	A	A	B	A	A	A	A	A	A	B	A	B	C	D	C
Days Absent	0	0	1	0	0	0	1	0	0	0	0	1	1	2	1	1	1	1	2	5	11
Rank	16-58							12-52							22-51						
Age	15-6			16-6				16-6			17-6				258			11.3			
Test Score																					
Grade Equivalent																					
Age Equivalent																					











Table 31

## The Record of Student 25

Year	1930-31							1931-32							1932-33						
Grade	6-7							8							9						
Period	1	2	3	4	5	6	F	1	2	3	4	5	6	F	1	2	3	4	5	6	F
Reading-English	B	A	A	A	A	B	B	C	C	C	F	D	C	D	F	F	F	F	D	F	F
Language	C	C	C	C	B	F	D														
Spelling	D	C	C	D	C	A	A	F	C	F	C	D	C	D							
Mathematics	C	C	C	C	C	F	D	D	B	D	D	D	D	D	F						
Social Science	C	C	C	C	C	D	D	D	F	C	C	F	F	D	B	D	F	D	F	D	C
Geography	C	C	C	C	C	D	C														
Physiology	C	C	C	C	C	A	C														
Fine Arts	B	C	C	C	C	D	D				C	D	F	D							
Music	C	C	C	C	C	C	C	D	D	F	D	D	D	D							
Penmanship	D	D	D	D	D	C	C	F	D	F	D	D	D	F							
General Science								F	F	C	C	C	D	D	F	F	D	D	F	D	D
Industrial Arts								D	C	C	C	C	C	C	F	C	C	D	C	C	C
Application	C	C	C	C	C	C	C	D	D	F	F	D	D	D	C	F	D	D	C	C	D
Department	C	C	C	C	C	B	C	D	D	D	D	D	D	D	C	D	D	F	C	B	C
Days Absent	1	4	1	4	0	2	12	1	2	3	6	3	0	15	4	1	3	9	1	1	19
Rank	21-31							50-56							60-73						
Age	11-10				12- 1			13- 1							14- 1						
Test Score	92.6				105.7			99.0				108.0									
Grade Equivalent	8.5				10.3			9.5				10.7									
Age Equivalent	14- 6				16- 3			15- 6				16- 8									

Year	1933-34							1934-35							1935-36						
Grade	10							11							12						
Period	1	2	3	4	5	6	F	1	2	3	4	5	6	F	1	2	3	4	5	6	F
English	D	F	F	D	A	C	D	F	D	D	D	D	D	D	C	D	C	D	C	B	B
Social Science	D	D	D	C	B	C	C	C	D	D	C	C	C	C	D	D	D	C	F	C	C
Biology	F	D	F	F																	
Industrial Arts	C	D	B	C	C	C	C														
Bookkeeping								C	C	C	C	C	C	C							
German								C	D	C	C	C	B	C	B	B	C	C	D	C	C
Physics								D	D	B	D	D	D	C							
Speech								D	C	D	F	D	C	C							
Chemistry															B	C	B	D	D	D	C
Plane Geometry															D	F	D	C	D	D	D
Application	C	B	C	D	A	A	B	C	A	A	A	A	A	A	D	D	C	C	D	C	C
Department	B	B	C	F	A	A	B	B	A	A	B	A	A	A	A	B	A	C	C	B	B
Days Absent	0	0	1	0	0	0	1	0	1	9	0	2	1	13	1	1	1	1	2	2	8
Rank	50-61							20-49							21-48						
Age	15- 1							16- 1							17- 1						
Test Score															325						
Grade Equivalent															14.1						
Age Equivalent															19- 4						



Table 32

## The Record of Student 26

Year	1930-31							1931-32							1932-33						
Grade	6-7							8							9						
Period	1	2	3	4	5	6	F	1	2	3	4	5	6	F	1	2	3	4	5	6	F
Reading-English	B	B	B	B	B	B	B	B	B	B	C	B	B	C	C	C	D	C	C	D	D
Language	C	C	C	C	C	C	C														
Spelling	B	B	B	B	B	B	B	C	D	D	D	B	C	D							
Mathematics	C	C	C	C	C	C	C	D	B	C	C	C	D	C	C	C	D	C	C	C	C
Geography	C	C	C	C	C	C	D														
Social Science	C	C	C	C	C	C	C	C	C	B	A	B	B	B							
Physiology	C	C	C	C	C	C	B														
Fine Arts	C	C	C	C	C	C	C				C	B	B	B				D	C	C	C
Music	B	B	B	B	B	B	A	B	B	D	B	B	C	B							
Industrial Arts							B	B	B	B	B	B	B	B	B	C	B	C	B	C	B
General Science								C	C	C	B	B	C	B	C	C	C	C	C	C	C
Application	B	B	B	B	B	B	B	C	B	B	B	B	B	B	A	B	B	A	A	A	A
Deportment	B	C	C	C	C	B	C	B	B	C	C	C	C	C	A	B	B	A	A	A	A
Days Absent	0	0	0	0	0	0	0	0	0	0	6	0	0	6	0	1	0	12	3	1	17
Rank	17-31							22-56							21-73						
Age	11-5				11-8			12-8				13-8									
Test Score	86.0				91.8			89.9 97.0													
Grade Equivalent	7.5				8.4			8.1 9.2													
Age Equivalent	18-3				14-4			13-11 15-2													

Year	1933-34							1935-36						
Grade	10							11						
Period	1	2	3	4	5	6	F	1	2	3	4	5	6	F
English	C	C	F	A	B	B	C	C	B	B	C	D	B	B
Social Science	B	C	A	B	C	C	B	B	B	B	B	B	B	B
Biology	A	A	C	C	C	C	C							
Industrial Arts	B	C	C	B	C	C	C							
Stenography								F	F	D	F	D	F	F
Typewriting								D	D	B	C	C	C	C
Speech								B	A	A	A	A	A	A
Application	A	A	B	A	B	A	A	A	B	A	C	A	C	B
Deportment	A	A	B	A	B	A	A	A	A	A	A	A	A	A
Days Absent	1	0	0	1	0	17	19	2	1	2	9	8	1	23
Rank	8-61							20-51						
Age	14-8				15-8			272				12.0		
Test Score												17-2		
Grade Equivalent														
Age Equivalent														











Table 35

## The Record of Student 29

Year	1930-31							1931-32							1932-33						
Grade	6-7							8							9						
Period	1	2	3	4	5	6	F	1	2	3	4	5	6	F	1	2	3	4	5	6	F
Reading-English	B	B	A	A	A	B	C	B	B	C	B	B	B	B	C	C	B	B	A	B	B
Language	C	C	C	C	B																
Spelling	A	A	A	A	A	A	A	B	A	A	A	A	A	C							
Mathematics	C	C	C	C	C	B	B	C	C	C	D	C	D	D	D	C	D	C	D	C	D
Social Science	C	B	C	B	B	C	C	C	A	C	A	B	A	B							
Geography	C	C	C	C	C	B	B														
Physiology	C	C	C	C	C	A	B														
Fine Arts	B	B	B	B	B	C	C				C	B	A	B	C	C	C	C	C	C	C
Music	C	C	C	C	C	B	A	C	C	B	C	B	C	C							
Penmanship	C	C	C	C	C	B	B	B	B	B	B	B	B	B							
Industrial Arts						A	A	C	B	A	B	C	C	B	C	C	C	C	C	C	C
General Science								B	C	C	A	B	A	B	C	B	B	C	C	C	C
Application	B	B	A	B	B	B	B	B	B	B	B	B	B	B	A	A	B	A	B	A	A
Department	B	B	B	B	B	B	B	C	C	C	C	C	C	C	A	A	C	A	B	A	A
Days Absent	5	2	8	5	0	0	20	0	1	0	2	0	1	4	1	1	0	1	1	0	4
Rank	14-31							11-56							13-73						
Age	12-6						12-9	13-9							14-9						
Test Score	85.1						93.00	87.5						93.9							
Grade Equivalent	7.4						8.5	7.6						8.7							
Age Equivalent	13-1						14-6	13-7						14-7							

Year	1933-34							1934-35							1935-36						
Grade	10							11							12						
Period	1	2	3	4	5	6	F	1	2	3	4	5	6	F	1	2	3	4	5	6	F
English	B	B	B	A	B	B	D	C	C	C	B	B	B	C	C	B	B	B	B	B	B
Social Science	B	B	C	C	B	C	C	B	B	B	B	C	C	C	C	C	C	B	B	B	C
Bookkeeping	B	B	C	C	C	C	C														
Industrial Arts	B	B	C	C	D	C	C														
Fine Arts							D														
Stenography								A	A	A	C	C	B	B	D	C	C	B	B	B	B
Typewriting								D	D	D	C	C	C	D							
Speech								B	B	B	B	A	B	B	B	A	B	C	C	C	C
Chemistry															B	B	B	B	C	C	C
Application	B	A	C	B	C	A	B	A	A	A	B	B	A	A	A	B	B	B	A	A	A
Department	B	A	A	B	C	A	B	A	A	A	B	B	A	A	A	A	A	A	A	A	A
Days Absent	0	0	1	0	1	0	2	3	0	0	2	0	1	6	1	2	1	1	1	1	7
Rank							15-61							17-49							15-48
Age							15-9							16-9							17-9
Test Score															244						
Grade Equivalent															10.5						
Age Equivalent															15-9						











Table 38

## The Record of Student 32

Year	1930-31							1931-32							1932-33						
Grade	6-7							8							9						
Period	1	2	3	4	5	6	F	1	2	3	4	5	6	F	1	2	3	4	5	6	F
Reading-English	B	B	B	A	A	B	B	B	A	A	B	A	A	A	B	C	B	B	B	B	B
Language	B	B	A	A	A																
Spelling	A	A	A	A	A			B	C	B	B	B	B	B							
Mathematics	C	B	B	B	B	A	A	C	B	B	B	B	B	B	B	B	C	B	C	B	B
Geography	B	B	B	B	B	B	B														
Social Science	B	B	B	B	B	C	C	A	B	A	A	A	A	A							
Physiology	B	B	B	B	B																
Fine Arts	B	B	A	A	A	C	C				C	A	A	B							
Music	B	B	B	B	B	B	A	B	B	C	B	A	B	A							
Penmanship	B	B	B	B	B	C	C	B	B	B	B	B	B	B							
General Science								B	C	A	A	B	C	B	C	C	C	C	C	C	C
Industrial Arts								C	B	B	C	C	B	B	B	C					
Business Training																		C	A	B	B
Application	A	B	A	A	A	B	A	A	A	A	A	A	A	A	A	B	A	A	A	A	A
Deportment	A	A	A	A	A	B	A	A	A	A	A	A	A	A	A	A	B	A	A	A	A
Days Absent	0	4	0	0	0	0	4	1	1	0	0	0	1	13	1	0	0	0	0	0	1
Rank	4-31							3-56							5-73						
Age	11-1						11-4	12-4							13-4						
Test Score	94.0						97.7	93.9 98.0													
Grade Equivalent	8.7						9.2	8.7 9.3													
Age Equivalent	14-8						15-2	14-8 15-4													

  

Year	1933-34							1934-35							1935-36						
Grade	10							11							12						
Period	1	2	3	4	5	6	F	1	2	3	4	5	6	F	1	2	3	4	5	6	F
English	B	B	B	B	B	B	B	B	B	B	C	B	B	B	B	B	B	B	A	A	B
Biology	C	B	C	B	B	B	C														
Geography	B	B	B	B	B	B	B														
Social Science	B	C	C	C	B	C	C	C	C	C	C	B	C	C	B	B	B	B	B	C	B
Chemistry								C	C	C	C	C	C	C							
Mathematics								B	C	C	C	B	C	C							
Physics															C	B	C	B	B	C	B
Typewriting															B	C	C	C	C	B	C
Application	B	B	B	D	B	B	B	B	D	B	B	B	B	B	B	B	B	B	B	B	B
Deportment	B	B	B	D	B	B	B	B	D	B	B	B	B	B	B	B	B	B	B	B	B
Days Absent	0	1	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Rank							3-35							3-25							5-19
Age							14-4							15-4							16-4
Test Score															302						
Grade Equivalent															13.5						
Age Equivalent															18-10						



Table 39

## The Record of Student 33

Year	1930-31							1931-32							1932-33						
Grade	6-7							8							9						
Period	1	2	3	4	5	6	F	1	2	3	4	5	6	F	1	2	3	4	5	6	F
Reading-English	A	A	A	A	A	C	C	B	B	B	B	B	B	B	D	D	C	C	C	D	D
Language	B	B	B	B	B	C	C														
Spelling	B	B	B	B	B	A	A	C	C	C	C	C	C	C							
Mathematics	C	C	C	C	C	D	D	B	C	B	B	B	C	C	D	D	D	D	D	D	F
Social Science	C	C	C	C	C	C	C	C	C	C	B	D	D	C	C	C	D	C	D	F	C
Geography	C	C	C	C	C	C	C	D	D	D	D	D	D	D							
Physiology						A	B														
Fine Arts	C	C	C	C	C	C	C				C	B	B	B							
Music	A	A	A	A	A	B	A	C	C	A	B	B	B	B							
Penmanship	D	D	D	D	C	C	C	F	D	D	D	D	D	D							
General Science															C	C	D	C	D	D	C
Orchestra																					C
Application	A	A	A	A	A	B	A	C	C	C	C	C	C	C	A	A	C	C	A	C	B
Deportment	B	B	B	B	B	B	B	B	C	C	C	C	C	C	A	A	A	B	A	B	A
Days Absent	1	7	8	4	3	0	23	0	1	1	2	0	0	4	1	1	4	0	1	0	7
Rank	13-31							26-56							51-73						
Age	10-6					10-9		11-9							12-9						
Test Score	87.7					91.0		87.0					92.8								
Grade Equivalent	7.8					8.2		7.6					8.6								
Age Equivalent	13-7					14-1		13-5					14-6								

Year	1933-34							1934-35							1935-36						
Grade	10							11							12						
Period	1	2	3	4	5	6	F	1	2	3	4	5	6	F	1	2	3	4	5	6	F
English	D	D	D	C	B	C	D	D	D	D	D	D	D	D	C	D	D	D	D	D	D
Social Science	C	D	C	B	C	C	C	C	C	D	C	C	C	C	C	D	D	C	F	C	D
Biology	D	C	D	C	D	D	D														
Music	B	C	C	D	C	B	C								D	D	C	C	C	A	C
Orchestra	A	B	C	C	B	B	B				C	B	A	A							
German								C	C	C	C	C	C	C	A	B	C	B	B	C	B
Band								C	C	B	C	A	A	B	B	B	B	C	D	C	C
Speech								B	C	C	B	C	C	C							
Chemistry															C	C	D	C	D	C	C
Application	B	C	C	C	B	A	C	A	A	A	B	B	A	A	C	C	B	B	B	A	B
Deportment	B	A	A	B	B	A	A	A	B	A	C	A	A	B	A	C	B	C	C	B	B
Days Absent	0	0	0	0	0	0	0	0	0	5	1	1	0	7	0	0	0	0	1	0	1
Rank	27-61							25-49							37 $\frac{1}{2}$ -48						
Age	13-9							14-9							15-9						
Test Score															267						
Grade Equivalent															11.8						
Age Equivalent															17.00						



























Table 46

## The Record of Student 40

Year	1930-31							1931-32							1932-33						
Grade	8-9							10							11						
Period	1	2	3	4	5	6	F	1	2	3	4	5	6	F	1	2	3	4	5	6	F
Reading-English	B	B	A	A	A	A	B	B	B	B	A	B	B	B	C	B	B	B	B	B	B
Spelling	A	A	A	A																	
Mathematics	B	A	B	A				B	B	A	B	B	B	B	C	B	B	B	B	B	C
Social Science	B	A	A	A				A	A	A	A	B	A	B	C	B	B	B	A	B	B
Geography	A	B	A	A																	
Industrial Arts	B	B	B	B	C	C	C											B	A	B	B
Fine Arts	B	A	B	B																	
Music	B	B	B	B																	
Penmanship	B	B	B	B																	
Business Training					C	C	B														
General Science					C	D	C														
Biology								C	C	C	D	C	C	C							
Glee Club																					B
Speech								C	C	C				C							
English															B	C	A				B
Application	B	B	B	B	A	A	B	A	A	A	A	A	A	A	A	A	A	A	A	A	A
Deportment	B	B	C	B	A	A	B	A	A	A	A	A	A	A	A	A	A	A	A	A	A
Days Absent	4	1	0	3	9	1	18	0	3	1	1	0	1	6	0	0	0	1	1	1	3
Rank				3-48										12-70							9-66
Age				13-7			13-10							14-10							15-10
Test Score				102.5			107.8														
Grade Equivalent				10.00			10.6														
Age Equivalent				16-0			16-6														

Year	1933-34						
Grade	12						
Period	1	2	3	4	5	6	F
English	B	B	A	A	A	A	A
Social Science	B	A	A	A	A	A	A
Industrial Arts	B	B	B				B
Music	A	B	B	B	B	B	B
Application	A	B	A	B	B	A	A
Deportment	B	B	A	A	B	A	A
Days Absent	1	0	2	0	0	3	6
Rank							7-57
Age							16-10



Table 47

## The Record of Student 41

Year	1930-31							1931-32							1932-33						
Grade	8-9							10							11						
Period	1	2	3	4	5	6	F	1	2	3	4	5	6	F	1	2	3	4	5	6	F
English	A	A	A	A	A	C	B	A	B	A	C	C	C	B	B	C	B	C	B	C	C
Mathematics	B	A	B	B				B	B	B	C	C	C	C							
Social Science	B	A	A	A				B	C	C	C	C	C	C	C	C	C	C	C	F	D
Geography	A	A	B	B																	
Industrial Arts	A	A	B	B	D	C	C														
Fine Arts	B	A	B	B																	
Music	B	B	B	B										B							
Spelling	A	A	A	A																	
Business Training					C	D	D														
General Science					C	D	D														
Biology								B	C	B	C	C	C	C							
Bookkeeping								C	C	C	C	C	C	C							
Stenography															D	D	C	C	B	B	C
Typewriting															C	C	C	C	C	C	C
Application	B	B	B	A	A	A	A	A	B	B	B	B	A	A	A	B	C	A	C	A	B
Deportment	B	B	C	C	B	B	B	A	B	B	B	B	A	B	A	B	C	A	B	A	B
Days Absent	2	0	2	2	0	2	8	0	0	5	3	1	1	10	2	0	5	3	2	4	16
Rank	1-48							15-70							26-66						
Age	13- 1							14- 4							15- 4						
Test Score	111.4							112.0													
Grade Equivalent	11.3							11.4													
Age Equivalent	17- 4							17- 5													

Year	1933-34						
Grade	12						
Period	1	2	3	4	5	6	F
English	C						
English	C						
Social Science	C						
Stenography	C						
Application	B						
Deportment	A						
Days Absent	5						



Table 48

## The Record of Student 42

Year	1930-31							1931-32							1932-33						
Grade	8-9							9							10						
Period	1	2	3	4	5	6	F	1	2	3	4	5	6	F	1	2	3	4	5	6	F
English	D	F	F	D	C	F	F	F	F	F	D	C	F	F	F	F	C				D
Mathematics	D	F	F	F				F	D	D	D	D	D	D							
Social Science	F	F	F	D											F	F	D	C	C	D	D
Geography	C	F	F	F																	
Industrial Arts	C	C	B	B				C	C	C	C	B	B	C	C	C	C	C	C	C	C
Fine Arts	D	F	F	F																	
Music	B	C	D	C																	
Penmanship	D	D	D	C																	
Spelling	A	A	A	B																	
Business Training					C	F	F														
General Science					D	F	F	D	F	D	C	D	D	D							
English																		C	D	D	D
Biology																		C	C	D	
Application					C	B		D	C	C	C	C	A	C	B	B	C	C	D	C	C
Department					D	A	B	D	C	B	C	B	C	A	B	B	C	C	D	D	C
Days Absent	0	2	0	0	9	1	22	2	2	6	0	1	1	12	0	2	0	1	1	1	5
Rank					46-48									45-60							46-55
Age					15-7		15-10							16-10							17-10
Test Score					102.0		108.0														
Grade Equivalent					10.0		10.7														
Age Equivalent					15-11		16-8														

Year	1933-34							1934-35						
Grade	11							12						
Period	1	2	3	4	5	6	F	1	2	3	4	5	6	F
English	D	D	D				D	D	D	F	D	D	D	D
English				F	F	F	F	F	C	D	D	D	D	D
Social Science	F	D	D	C	D	C	D	D	F	C	C	D	D	D
German	C	C	D	F	D	C	D	F	F	D	D	F	C	D
Bookkeeping								D	C	D	D	D	C	D
Biology					C	D	D	D						
Application	B	C	D	D	C	B	C	D	C	D	C	B	C	C
Department	B	A	D	D	C	B	C	C	C	D	C	A	C	C
Days Absent	1	1	0	2	0	1	5	3	1	1	2	1	1	9
Rank							40-46							37-37
Age							18-10							19-10















Table 52

## The Record of Student 46

Year	1930-31							1931-32							1932-33							
Grade	8-9							9							10							
Period	1	2	3	4	5	6	F	1	2	3	4	5	6	F	1	2	3	4	5	6	F	
Reading-English	C	A	A	A	A	C	C	A	B	C	C	C	C	C	B	C	B	C	C	C	C	
Mathematics	D	C	B	A				B	D	C	C	D	D	C								
Social Science	B	A	A	A				B	B	C	C	B	B	B	C	B	B	D	C	B	B	
General Science	B	A	B	B	C	F	C															
Industrial Arts	C	C	C	C																		
Fine Arts	C	B	D	A																		
Music	B	B	B	B																		
Spelling	A	A	A	A																		
Biology								C	C	A	C	A	B	C								
English											C	C	C	C								
Bookkeeping																C	D	F				
German																A	A	A	A	A	A	
Business Training					C	F	C															
Application	C	B	C	A	A	A	B	A	B	C	A	A	B	B	A	B	B	A	C	B	B	
Deportment	C	C	D	B	A	A	B	B	B	B	B	A	C	B	A	B	B	A	C	B	B	
Days Absent	0	4	1	0	1	9	15	0	1	0	4	0	1	6	0	0	0	0	1	0	1	
Rank	4-48											14-60						8-55				
Age	12- 5				12- 8							13- 8						14- 8				
Test Score	107.0				114.00																	
Grade Equivalent	10.5				11.7																	
Age Equivalent	16- 6				17- 8																	

Year	1933-34							1934-35						
Grade	11							12						
Period	1	2	3	4	5	6	F	1	2	3	4	5	6	F
English	A	A	A	A	B	B	B	B	B	B	B	B	B	B
Social Science								A	A	B	B	B	C	B
Music	B	A	A	A	A	B	B	B	B	A	A	B	A	A
Stenography	B	A	B	B	B	A	B	B	B	B	C	B	B	B
Typewriting	C	C	C	B	B	B	B							
German	A	A	A	B	B	A	B							
Application	A	B	A	C	A	C	B	A	B	A	B	B	A	A
Department	A	B	B	C	A	C	B	A	A	A	B	B	A	A
Days Absent	2	0	1	1	0	0	4	0	0	1	1	0	0	2
Rank	5-46							9-37						
Age	15- 8							16- 8						















Table 56

## The Record of Student 50

Year	1931-32							1932-33						
Grade	3-4							5						
Period	1	2	3	4	5	6	F	1	2	3	4	5	6	F
Reading	B	B	A	A	A	A	A	C	B	C	B	B	C	C
Language	B	B	B	B	B	B	B	C	B	B	B	B	B	B
Spelling	A	A	A	A	A	A	A	B	A	B	A	A	A	A
Mathematics	B	A	A	A	B	A	A	C	B	B	C	B	C	C
Fine Arts	B	B	A	A	A	A	A	B	B	B	B	A	A	B
Music	B	B	B	B	B	B	B	C	B	B	B	B	B	B
Penmanship	B	B	B	B	B	B	B	B	B	B	B	B	A	B
Social Science	B	B	B	A	B	A	B	C	C	C	B	A	B	B
Geography								C	B	A	C	C	B	B
Physiology								C	B	B	B	B	B	B
Application	B	B	A	A	A	A	A	B	B	B	B	B	B	B
Deportment	B	B	A	A	A	A	A	B	A	A	B	B	B	B
Days Absent	0	4	4	1	1	0	10	1	3	1	1	1	0	7
Rank	1-43							10-46						
Age	8-0						8-10	9-10						
Test Score	34.0						57.0							
Grade Equivalent	3.1						4.5							
Age Equivalent	8-9						11-6							

  

Year	1933-34							1934-35							1935-36						
Grade	6							7							8						
Period	1	2	3	4	5	6	F	1	2	3	4	5	6	F	1	2	3	4	5	6	F
Reading-English	A	A	A	A	A	A	A	C	B	B	A	B	B	B	B	B	A	B	B	B	B
Language	C	B	B	A	A	A	B														
Spelling	A	A	A	A	A	A	A														
Mathematics	C	C	C	B	B	B	B	B	A	B	B	A	A	A	B	B	B	B	C	B	B
Geography	C	C	C	C	B	B	C	B	C	B	B	A	C	B							
Fine Arts	C	B	B	A	A	A	A														
Music	B	A	A	A	A	A	A	B	C	B	B	B	C	C	C	B	A	B	B	B	B
Penmanship	A	A	A	A	A	A	A														
Physiology	C	B	B	C	B	B	B														
Social Science	D	D	C	B	B	B	B	B	A	B	B	A	A	A	B	B	B	B	B	B	B
General Science								C	B	A	B	A	A	A	A	B	B	A	B	C	B
Industrial Arts								A	B	B	B	B	B	B	C	C	B	B	B	B	B
Activity															B	B	B	A	B	B	B
English															B	C	C	C	B	B	C
Application	B	B	B	B	B	B	B	A	A	A	A	A	A	A	B	B	B	B	A	A	B
Deportment	A	A	A	A	A	A	A	B	C	C	C	C	C	C	A	A	A	B	A	A	A
Days Absent	2	1	0	0	0	0	3	1	2	0	0	0	0	3	0	0	1	0	1	0	2
Rank	11-32							4-55							6-58						
Age	10-10							11-10							12-10						
Test Score															944						
Grade Equivalent															9.3						
Age Equivalent															14-10						



Table 57

## The Record of Student 51

Year	1931-32						
Grade	3-4						
Period	1	2	3	4	5	6	F
Reading	A	A	A	A	A	A	A
Language	B	A	A	B	B	B	B
Spelling	A	A	A	A	A	A	A
Mathematics	B	A	B	B	B	B	B
Social Science	B	B	B	A	B	B	B
Fine Arts	C	C	C	C	C	C	C
Music	C	C	C	C	C	C	C
Penmanship	C	C	C	C	C	C	C
Application	B	A	A	A	A	A	A
Deportment	B	A	A	A	A	A	A
Days Absent	1	0	0	0	0	1	
Age							8-10
Test Score							60.0
Grade Equivalent							4.7
Age Equivalent							10-8

Year	1934-35							1935-36						
Grade	7							8						
Period	1	2	3	4	5	6	F	1	2	3	4	5	6	F
Reading-English	B	C	D	C	C	C	C	C	B	B	B	B	B	B
Mathematics	C	C	C	C	C	C	C	C	B	B	B	C	C	C
Social Science	C	C	C	D	D	D	D	C	B	C	B	B	B	B
Industrial Arts	C	C	C	D	D	D	D	C	C	B	B	C	C	C
Music	B	B	B	B	B	B	B							
Orchestra				D	C	C	C							
Chorus								B	C	B	C	C	C	C
Application	A	A	A	A	A	A	A	A	A	A	A	A	A	A
Deportment	A	A	A	A	A	A	A	A	A	A	A	A	A	A
Days Absent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Age							11-10							12-10



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## The Record of Student 52

Year	1931-32							1932-33						
Grade	3-4							5						
Period	1	2	3	4	5	6	F	1	2	3	4	5	6	F
Reading	A	A	A	A	A	A	A	C	C	C	C	C	C	C
Language	B	B	B	B	B	B	B	C	D	C	C	B	B	C
Spelling	A	A	A	A	A	A	A	D	C	C	C	C	C	C
Mathematics	B	B	B	B	B	B	B	B	B	C	C	C	C	C
Fine Arts	C	C	C	C	C	C	C	C	C	C	C	C	C	C
Music	B	B	B	B	B	B	B	C	C	C	B	B	B	C
Penmanship	C	C	C	C	C	C	C	C	C	C	C	C	F	C
Social Science	B	B	B	B	B	B	B	C	D	C	D	B	D	C
Geography								D	D	D	D	D	D	D
Physiology								B	B	B	B	B	B	B
Application	B	B	B	B	B	B	B	C	C	C	C	C	C	C
Department	B	D	C	B	B	B	B	C	A	B	B	B	B	B
Days Absent	4	1	1	2	0	0	8	0	0	1	1	0	0	2
Rank	7-43							32-46						
Age	8- 0							8-7 9-7						
Test Score	45.0							57.0						
Grade Equivalent	3.8							4.5						
Age Equivalent	9- 7							11-6						

Year	1933-34							1934-35							1935-36						
Grade	6							7							8						
Period	1	2	3	4	5	6	F	1	2	3	4	5	6	F	1	2	3	4	5	6	F
Reading-English	C	B	B	B	B	B	B	C	C	D	C	D	D	C	C	C	D	C	C	D	C
Language	C	C	C	C	C	C	C	C	D	D	D	D	D	D							
Spelling	B	B	A	B	A	C	B														
Mathematics	C	C	C	C	F	D	D	C	D	D	D	D	D	D	D	D	F	F	B	D	D
Geography	F	C	D	C	D	D	D	B	C	D	C	C	C	C							
Fine Arts	C	C	C	C	C	C	C														
Music	C	B	B	B	B	B	B	C	C	C	C	C	C	C	C	C	C	D	C	C	C
Penmanship	C	C	C	C	D	D	D														
Physiology	C	C	C	D	C	C	C														
Social Science	D	F	D	C	D	C	D	B	D	B	C	D	D	C	D	C	D	D	D	F	D
General Science								C	B	C	C	C	C	C	D	C	C	F	C	C	C
Industrial Arts								C	C	B	C	C	C	C	D	C	C	C	C	C	C
Activity																					
English																					
German																					
Application	B	B	B	B	C	C	B	B	B	C	C	D	D	C	C	C	C	D	D	D	D
Department	A	B	C	C	C	C	C	C	C	C	B	C	C	C	C	D	C	D	C	C	C
Days Absent	0	1	0	0	0	0	1	0	0	2	0	1	0	3	0	0	1	1	1	1	4
Rank	28-32							39-55							42-58						
Age	10-7							11-7							12-7						
Test Score															903						
Grade Equivalent															8.8						
Age Equivalent															14-4						











Table 61

## The Record of Student 55

Year	1931-32							1932-33						
Grade	4-5							6						
Period	1	2	3	4	5	6	F	1	2	3	4	5	6	F
Reading	B	B	B	B	C	C	B	B	A	A	A	A	A	A
Language	B	B	B	A	C	C	B	B	B	A	A	A	A	A
Spelling	B	A	A	A	B	B	A	A	A	A	A	A	A	A
Mathematics	B	B	B	B	C	C	B	C	C	A	A	A	A	A
Geography	C	B	B	A	C	A	B	C	C	C	A	A	A	B
Fine Arts	C	B	B	B	B	B	B	D	D	D	C	C	C	D
Music	C	C	C	C	C	C	C	C	C	C	B	B	B	C
Penmanship	D	C	C	C	B	B	C	C	C	B	B	B	B	B
Physiology	C	B	B	B				C	C	C	B	A	A	A
Social Science	B	A	A	A	C	B	B	B	B	A	A	A	A	A
Application	C	B	B	A	B	A	B	A	A	A	A	A	A	A
Deportment	B	B	B	B	B	B	B	B	B	B	B	B	A	B
Days Absent	0	0	0	0	0	0	0	0	8	0	0	0	0	8
Rank	1-71							2-50						
Age	8-9			9-10				10-11			11-12			
Test Score	60.0			70.0										
Grade Equivalent	4.7			5.7										
Age Equivalent	10-8			11-6										

  

Year	1933-34							1934-35							1935-36						
Grade	7							8							9						
Period	1	2	3	4	5	6	F	1	2	3	4	5	6	F	1	2	3	4	5	6	F
English	B	A	B	A	A	A	A	A	A	B	B	A	A	A	B	B	B	B	C	B	B
General Science	B	A	A	A	A	A	A	A	A	A	A	A	B	A	A	A	A	B	A	A	A
Industrial Arts	C	C	C	C	C	C	C	B	B	C	B	A	A	C	A	A	A	A	A	A	A
Mathematics	B	A	A	A	A	A	A	A	A	A	B	A	A	A	A	A	A	A	A	A	A
Music	B	B	B				B				C	C	C	C							
Social Science	B	A	A	B	A	A	A	B	B	A	A	A	A	A							
Business Training															B	A	A	A	B	A	A
Application	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A
Deportment	A	B	A	B	B	B	B	A	A	A	A	A	A	A	A	A	A	A	A	A	A
Days Absent	0	0	0	0	0	0	0	5	0	0	3	0	0	8	0	0	0	0	0	0	0
Rank	1-71							3-67							2-81						
Age	11-12			12-13				12-13			13-14				13-14			14-15			
Test Score															1067						
Grade Equivalent															10.8						
Age Equivalent															16-6						



Table 62

## The Record of Student 56

Year	1931-32							1932-33						
Grade	5-6							7						
Period	1	2	3	4	5	6	F	1	2	3	4	5	6	F
Reading	A	A	B	A	B	A	A	B	B	B	B	B	B	B
Language	B	B	B	A	B	B	B	C	B	C	C	C	C	C
Spelling	A	A	A	A	B	B	A	B	B	C	A	A	A	B
Mathematics	C	A	C	C	C	C	C	C	C	C	D	D	C	C
Geography	B	B	B	A	C	C	B	C	B	C	A	A	B	B
Social Science	B	C	B	A	B	C	C	C	C	C	D	C	C	C
Fine Arts	C	C	C	C	C	C	C							
Penmanship	C	B	B	B	B	B	B	B	B	B	B	B	B	B
Physiology					C	C	C	B	C	C	C	C	C	C
Music	C	C	C	C	C	C	C							
Agriculture								C	B	C	B	B	B	B
Application	A	A	A	A	A	A	A	A	A	A	A	A	A	A
Deportment	A	A	A	A	A	A	A	A	A	A	A	A	A	A
Days Absent	4	1	4	6	2	8	25	2	0	2	4	2	0	10
Rank	2-43													
Age	10-8			10-11				11-11						
Test Score	84.0			92.0										
Grade Equivalent	7.2			8.4										
Age Equivalent	12-11			14-4										

Year	1933-34							1934-35							1935-36						
Grade	8							9							10						
Period	1	2	3	4	5	6	F	1	2	3	4	5	6	F	1	2	3	4	5	6	F
English	D	C	C	C	B	C		B	D	B	A	B	C	C	C	B	B	B	C	B	B
General Science	C	D	B	A	B	B		A	B	C	B	B	B	B							
Mathematics	C	C	C	C	C	C															
Social Science	D	C	B	B	A	B									B	C	B	B	A	A	B
Elective	C	B	C	C	C	C															
Music	C	C	C																		
Business Training								B	B	B	B	B	B	B							
Industrial Arts								C	C	C	B	B	C	C	B	B	B	B	A	C	B
Biology															A	B	B	B	A	A	A
Application	A	A	A	A	A	A	A	C	D	B	B	A	A	B	B	A	A	B	A	A	A
Deportment	A	A	A	A	A	A	A	A	B	A	A	A	A	A	A	A	A	A	A	A	A
Days Absent	3	2	1	2	0	8		9	1	5	0	0	3	18	0	2	1	1	0	2	6
Rank				8-42							13-58							5-42			
Age				12-11							13-11							14-11			
Test Score															286						
Grade Equivalent															12.7						
Age Equivalent															17-11						



Table 63  
The Record of Student 57

Year	1931-32							1932-33						
Grade	5-6							7						
Period	1	2	3	4	5	6	F	1	2	3	4	5	6	F
Reading	B	B	B	B	B	A	B	B	A	B	B	B	B	B
Language	C	B	B	A	B	B	B	C	B	C	C	C	B	C
Spelling	B	A	A	A	B	B	B	C	C	B	A	A	A	B
Mathematics	C	C	C	C	C	C	C	C	C	C	C	D	D	B
Geography	B	B	B	A	B	B	B	C	C	B	B	B	B	B
Social Science	C	C	C	B	B	B	C	D	C	C	D	D	C	C
Fine Arts	C	C	C	C	C	C	C							
Penmanship	C	B	B	B	B	B	B	B	B	B	B	B	B	B
Physiology					C	C	C	C	C	B	C	C	B	C
Music	C	C	C	C	C	C	C							
Agriculture								D	B	C	B	B	B	C
Application	A	A	A	A	A	A	A							
Deportment	A	A	A	A	A	A	A							
Days Absent	3	2	5	6	1	1	18	3	0	5	2	0	5	15
Rank	10-43													
Age	10-8				10-11			11-11						
Test Score	77.0				82.0									
Grade Equivalent	6.3				7.0									
Age Equivalent	12-2				12-8									

Year	1933-34							1934-35							1935-36						
Grade	8							9							10						
Period	1	2	3	4	5	6	F	1	2	3	4	5	6	F	1	2	3	4	5	6	F
English	D	C	B	B	A		B	D	D	C	A	C	C	C	B	B	B	B	B	B	B
General Science	C	D	B	A	A		B	B	C	C	C	B	C	C							
Mathematics	C	C	C	C	C		C														
Social Science	D	C	B	B	A		B								B	C	C	C	B	B	B
Elective	C	B	A	C	B		C														
Music	D	C	C																		
Business Training								C	B	B	B	B	B	B							
Industrial Arts								C	C	C	B	A	A	B	A	A	B	B	B	B	B
Biology															B	B	B	A	B	B	B
Application	A	A	A	A	A		A	C	C	B	B	A	A	B	B	A	A	A	A	A	A
Deportment	A	A	A	A	A		A	A	A	A	A	A	A	A	A	A	A	A	A	A	A
Days Absent	13	1	2	1	0		17	6	2	6	0	5	6	25	0	1	1	2	7	1	12
Rank					6-42							14-58							11-42		
Age					12-11							13-11							14-11		
Test Score															270						
Grade Equivalent															11.9						
Age Equivalent															17-2						



Table 64

## The Record of Student 58

Year	1931-32							1932-33						
Grade	5-6							7						
Period	1	2	3	4	5	6	F	1	2	3	4	5	6	F
Reading-English	B	B	B	A	B	A	B	C	C	B	B	B	B	B
Language	B	B	B	A	B	A	B							
Spelling	A	A	A	A	A	A	A							
Mathematics	C	B	B	C	C	C	C	C	C	B	C	C	C	C
Geography	B	B	B	A	B	A	B	C	B	B	A	A	A	B
Social Science	B	C	B	B	B	B	B	C	B	B	B	C	B	B
Fine Arts	B	B	B	B	B	B	B							
Penmanship	B	B	B	B	B	B	B							
Physiology				B	B	B	B							
Music	B	B	B	B	B	B	B							
Industrial Arts								C	C	C	B	B	B	B
Application	A	A	A	A	A	A	A	C	B	A	A	A	A	A
Deportment	B	B	B	A	A	A	A	A	A	A	A	A	A	A
Days Absent	1	0	0	5	1	1	8	0	2	0	2	0	0	4
Rank	6-42							4-42						
Age	12-3			12-7				13-7						
Test Score	75.0			84.0										
Grade Equivalent	6.1			7.2										
Age Equivalent	11-11			12-11										

  

Year	1933-34							1934-35							1935-36						
Grade	8							9							10						
Period	1	2	3	4	5	6	F	1	2	3	4	5	6	F	1	2	3	4	5	6	F
Reading-English	B	B	B	B	B	B	B	C	B	B	B	B	B	B	C	C	C	B	B	B	B
Language	C	C	B	C	B	B	C														
Spelling	A	A	A	A	A	A	A														
Mathematics	D	F	D	D	C	C	D	B	C	C	C	C	C	C	B	B	B	C	C	C	C
Social Science	C	C	B	B	B	B	B								B	B	B	B	A	A	B
Music	C	B	B	B	C	C	B	C	C	C				C	C	C	C	C	C	C	C
Penmanship	C	C	C	C	C	C	C														
Physiology	C	B	C	B	C	C	C														
Social Science	B	B	B	B	B	B	B														
General Science								B	C	C	C	B	B	C							
Industrial Arts								C	C	C	C	C	C	C							
French															C	D	D	C	C	C	C
Application	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B
Deportment	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B
Days Absent	0	1	0	0	1	1	3	0	2	0	0	1	3	6	0	0	2	0	2	0	4
Rank																					
Age	14-7			15-7				16-7													
Test Score															285						
Grade Equivalent															12.6						
Age Equivalent															17-10						











## CHAPTER 3

## SUMMARY

The major objective of the 1930-31 and of the 1931-32 surveys of the elementary schools of East Grand Forks, Minnesota, was the adjustment of the faulty grade placement of pupils. Too many had been held back in grades with younger pupils chronologically. The adjustments made after the survey was an attempt to balance this retardation by an approximately equal acceleration of younger pupils with unusually high mental ages. This was done on the philosophy that the set curriculum for each grade is really adopted to only a few pupils in the grade who are near the average of the group.

It should be pointed out that the basic philosophy which determines present day practices in modern schools had developed somewhat beyond the stage just mentioned, through the current possibilities of the individualized curriculum. It is no longer necessary to keep a pupil back or advance him beyond those of his own age in order to adjust the program of work to his needs and aptitudes. Whereas the surveys of 1931 and 1932 were concerned with problems of retardation, acceleration, promotion, and the faulty grade placement of pupils, educational practices in modern schools recently have developed in the direction of the universal promotion of pupils one grade a year until they have been exposed to the first twelve or fourteen grades, or until they have been thoroughly acquainted with the common culture. Although as recently as the time of the surveys mentioned educational practitioners in the smaller schools adhered to the grade



concept of education with its rigid group classification schemes and its arbitrary determinations of success or failure, a great many educators have discarded this grade concept and have set up in its place the ideal of adapting the school program of work to the individual pupil needs and capacities. According to this ideal, desire for promotion and fear of failure are not used as motivation for better work. Promotion, retention, and demotion are meaningless terms in those schools where the change in basic philosophy has occurred. Each pupil works to be compared not with other pupils in his class with respect to his progress and achievement, but with his own possibilities of development.

#### Chronological Age Grade Comparisons

When this more modern theory is carried out, there is no need for chronological age grade studies, because all pupils in each group are of approximately the same age. Such a study was necessary at the time of the survey, however, because the schools of East Grand Forks were organized according to the traditional theories of grading and promotion. There was a serious misplacement of pupils in the elementary grades in February, 1931, according to chronological age, most of which was because of overage or retarded pupils. One hundred thirty-seven pupils, or twenty-eight per cent, were above normal age, whereas only forty-one pupils, or eight per cent, were below normal age. Except in two instances, all the underage pupils were within one year of normal age. Thirty-two of them were within six months



of normal age. Only two pupils were eighteen months underage.

According to pupil-years, there were three hundred normal cases, or fifty-eight per cent; one hundred eighty, or thirty-four per cent, overage; and only forty-one, or eight per cent, underage.

The chronological age grade records of this identical group in May, 1931, less the nine pupils who were promoted into the ninth grade, reveal that after the double promotions were effected, one hundred thirty-one pupils, or twenty-seven per cent, were overage; sixty-five, or fourteen per cent, were underage; and two hundred eighty-four, or fifty-nine per cent, were of normal age (Table 67).

According to pupil-years, there were two hundred eighty-four cases or fifty-four per cent, of normal age; one hundred seventy-four cases, or thirty-three per cent, overage; and sixty-seven, or thirteen per cent, below normal age.

Of the forty-eight who were promoted in 1930-31, one overage pupil was still overage in the advanced grade; five, were changed from overage to normal; six remained normal; thirty were changed from normal to underage; and six underage pupils were accelerated an additional year.

Nine of the forty-eight pupils were promoted into high school. Of these nine, three were changed from overage to normal; one remained normal; three were changed from normal to underage; and two underage pupils were accelerated an additional year.

The per cent of overage pupils was changed from twenty-eight to twenty-seven; of the underage, from eight to fourteen; and of the



Table 67

**Chronological Age Grade Study of the Central and Lincoln Elementary  
Schools After the Survey.**

Ages in Years and Months from:	Number of Pupils of the Designated Ages* Enrolled in the Following Grades:									Totals
	1	2	3	4	5	6	7	8	9	
5-3 to 5-8	3									3
5-9 to 6-2	36									36
6-3 to 6-8	7	2								9
6-9 to 7-2	7	26	4							37
7-3 to 7-8	8	9	5							22
7-9 to 8-2	1	6	11	1						19
8-3 to 8-8		6	18	11						35
8-9 to 9-2	2	3	8	21	4					38
9-3 to 9-8	1	1	3	17	3	1				26
9-9 to 10-2	1		2	6	17	2	1			29
10-3 to 10-8			1	8	10	5	2			26
10-9 to 11-2				3	4	13	4	1		25
11-3 to 11-8			1	3	3	15	5	1		28
11-9 to 12-2					3	6	8	4	1	22
12-3 to 12-8				4		9	10	6	2	31
12-9 to 13-2				1	1	5	4	4	5	20
13-3 to 13-8				2		5	11	12	9	39
13-9 to 14-2					1		6	9	23	39
14-3 to 14-8						2	3	3	20	28
14-9 to 15-2				1		1	3	2	11	18
15-3 to 15-8						3	3	6	5	17
15-9 to 16-2							3	2	3	8
16-3 to 16-8								2	4	6
16-9 to 17-2								2		2
17-3 to 17-8									1	1
Totals	66	53	53	78	46	67	63	54	84	564
Pupils of:										
Percentage by Grades										
Normal Age	76	81	70	56	67	51	35	46	64	59
Overage	20	18	15	28	17	12	46	31	15	26
Underage	4	4	17	16	16	37	19	23	21	15
Pupils of:										
Numbers by Grades										
Normal Age	50	41	37	44	31	34	22	25	54	338
Overage	13	10	7	22	8	25	29	17	13	144
Underage	3	2	9	12	7	8	12	12	17	82

\* Ages as of September 1, 1930.



normal, from sixty-four to fifty-nine.

According to pupil-years the per cent of overage cases was changed from thirty-four to thirty-three; of the underage, from eight to thirteen; and of the normal, from fifty-eight to fifty-four.

It is apparent from the facts that the maladjustment of the East Grand Forks elementary schools according to chronological age was caused mostly by excessive retardation, and possibly to some extent by less than normal acceleration. These conditions of excessive retardation and less than normal acceleration were made serious only by the fact that no attempt had been made to build up individual curriculums to meet the exact needs of the pupils in each grade. The set program was made to suffice for all.

It is also apparent from this analysis that the retardation was affected but slightly by the 1930-31 survey, there being a reduction of only three per cent. On the other hand the acceleration was increased by sixty-three per cent. While it probably would not be correct now to say that this increase in underage pupils helped to compensate for the large number of overage pupils, nevertheless it brought about a somewhat better balanced mathematical distribution according to ages. The very small amount of acceleration prior to the survey would seem to indicate that under normal conditions pupils in the East Grand Forks elementary schools had not been permitted to progress according to mental ability and achievement. It is probably impossible to establish what would have been a normal or comparable distribution of acceleration or retardation for the



whole nation or even for any given state or territory. It is interesting to note that the acceleration and retardation in the Boise, Idaho, elementary schools in 1920, were thirty-five and eight-tenths per cent, and twenty-three and one-half per cent, respectively.<sup>1</sup> A study of sixteen other American cities at that time reveals a range of retardation from nineteen per cent to fifty-one per cent.<sup>2</sup> An age grade study of white children in the elementary grades of Baltimore, Maryland, during the years 1913 to 1920, inclusive, reveals a retardation of fifty-one per cent and an acceleration of only four per cent, or only one half of what it was in East Grand Forks before the survey.<sup>3</sup>

All these facts bear excellent evidence of the apparent evils of a rigid promotional system. When retardation becomes so general that one pupil out of every three is no longer grouped with others of his own age it is obvious that the proper motivation has not been present. The deadening influence also of repeating a whole year of work which probably had little appeal to the pupil the first year, is hardly to be denied. Modern educators have come to recognize that there are physical, emotional and social as well as mental variabilities and that in the development of personality and character, each of these may be equally important.

<sup>1</sup>J. B. Sears, A Concrete Study of the Administration of a City School System, The Boise Survey (World Book Company, 1921), pp. 128-140.

<sup>2</sup>Ibid.

<sup>3</sup>George D. Strayer, Report of the Survey of the Public School System of Baltimore, Maryland (Board of School Commissioners, 1921), Vol. 2, Part 3, p. 167.



In St. Paul, Minnesota, during the year 1916-17, the amount of overage elementary pupils was thirty-nine and eight-tenths per cent; and of underage, ten per cent.<sup>1</sup> A survey of the elementary schools of Albert Lea, Minnesota, revealed an overageness of sixteen per cent and an underageness of fifteen per cent in September, 1927.<sup>2</sup>

In comparison with these two Minnesota schools the retardation in the East Grand Forks schools was excessive, and continued to be excessive after the surveys. In view of the fact that, both in St. Paul and in Albert Lea, biannual promotions had been made every year prior to these dates, while East Grand Forks had followed the annual promotion plan, an acceleration of only eight per cent probably compares favorably with the ten per cent and fifteen per cent, respectively.

No chronological age grade charts were available for the 1931-32 survey, but a similar study of the double promotions made at that time shows that the general effect upon the grade distribution was largely the same. Of the seventeen promoted, one was changed from overage to normal; eleven, from normal to underage; and five under-age pupils were accelerated an additional year.

In both surveys, therefore, very little effect was had upon retardation, while increased acceleration may be said to have helped compensate somewhat for the excessive retardation. On the other

<sup>1</sup>George D. Strayer and N. L. Engelhardt, Report of a Survey of the School System of St. Paul, Minnesota, (Survey Commission, 1917), Appendix 2, p. 863.

<sup>2</sup>Fred Engelhardt and Ernest O. Melby, The Supervisory Organization and the Instructional Program, Albert Lea, Minnesota (Minnesota University Bulletin, August 25, 1928), Vol. 31, No. 51, p. 29.



hand there was an increase in age range in all except the first and second grades. The significance of an increase in chronological age ranges is seen if the fourth grade, which is the most pronounced, is used as an illustration. If all the pupils in the fourth grade prior to the 1930-31 survey were arranged according to age, it would be found that the range of their ages would be from eight years and three months to fifteen years and two months. After the survey a similar arrangement would show the ranges to be from seven years and nine months to fifteen years and two months, or an increase in range of six months. The social, emotional and physical differences in all the classes were great prior to the promotions, and in all except the first and second grades they were made greater by the promotions.

Assuming that all pupils in the same class had about the same knowledge of subject matter, and that the subject matter of instruction was substantially the same for all in the class, as it was at that time before the general development of the individualized curriculum, it is doubtful if any maximum advisable chronological age range for all the classes could have been determined. In general it is found that about fifty per cent of pupils in a year of school fall within an age span of two years, while the whole group may be distributed over a maximum range of about nine years.<sup>1</sup> Among pupils of six to fourteen years, it was the opinion of Cubberley that a range of more than three years was not desirable.<sup>2</sup> It is possible that in

<sup>1</sup>Fred Engelhardt and A. V. Overn, Secondary Education Principles and Practices (D.Appleton-Century Company, 1937), p. 20.

<sup>2</sup>E. P. Cubberley, A Textbook on City School Administration Based on a Concrete Study, The Portland Survey (World Book Company, 1916), p. 186.



most smaller schools under the grade system a range of four or five years was necessary if not so desirable.

#### Mental Age Grade Comparisons

Complete detailed data regarding the mental tests were not preserved, as many of the individual records were missing. The mental data of forty-five of the forty-eight were kept (Table 68). No mental age grade chart of the pupils prior to the surveys was made, but one was published after the promotions were completed, and as the scores of all the promoted pupils except three had been preserved, an accurate chart making a comparison of mental ages was improvised by the writer by making the indicated changes (Tables 69 and 70). From these tables it is evident that both before and after the 1930-31 survey there was an unusual mental age grade placement.

Before the survey there were two hundred ninety-four elementary pupils, or sixty-four per cent, overage; one hundred forty-four, or thirty-one per cent, of normal age; and only thirty-one, or five per cent, underage.

According to pupil-years there were four hundred thirty-three cases, or seventy-one per cent, overage; one hundred forty-four, or twenty-four per cent, of normal age; and only thirty-one, or five per cent, underage.

Sixteen of the twenty-one underage pupils were within one year of normal age. Of the two hundred ninety-four overage pupils, one hundred fifty-nine were one year overage; one hundred twelve, two years; and twenty-three, three years overage.



Table 68

Intelligence Test Scores of Doubly Promoted Pupils of the Central and  
Lincoln Elementary Schools, February, 1931.

Student Number	School Grade	Chronological Age	Total Score	Intelligence Quotient	Mental Age	Student Number	School Grade	Chronological Age	Total Score	Intelligence Quotient	Mental Age
1	2	7-7	93	A	10-3	16	5	10-11	104	1.27	13-11
2	2	8-5	98	A	10-8	17	5	12-1	94	1.08	13-00
3	2	7-5	88	A	9-10	18	5	11-3	109	1.28	14-4
4	2	7-7	85	A	9-7	19	5	13-00	99	1.03	13-5
5	3					20	5	10-2	95	1.28	13-1
6	3	9-6	79	C	10-1	21	5	10-00	90	1.26	12-8
7	3	8-4	102	A	11-00	22	5	12-3	86	1.00	12-4
8	4	9-7	124	1.34	12-10	23	5	10-4	104	1.34	13-11
9	4	10-11	114	1.10	12-00	24	6	12-2	134	1.41	17-2
10	4	9-7	120	1.30	12-6	25	6	11-10	120	1.36	15-10
11	4	9-12	113	1.30	11-11	26	6	11-5	107	1.23	14-2
12	4	10-7	120	1.19	12-6	27	6	11-5	109	1.25	14-4
13	4	9-7	116	A	12-2	28	6	10-11	109	1.33	14-11
14	4	9-5	105	1.19	11-3	29	6	12-7	100	1.08	13-7
15						30	6	11-4	122	1.38	15-8



Table 68 (Continued)

Intelligence Test Scores of Doubly Promoted Pupils of the Central and  
Lincoln Elementary Schools, February, 1931.

Student Number	School Grade	Chronological Age	Total Score	Intelligence Quotient	Mental Age
31	6	11-8	112	1.33	14-10
32	6	11-2	108	1.28	14-3
33	6	10-6	114	1.33	14-10
34	6	11-3	119	1.36	15-4
35	7	13-4	126	1.21	16-2
36	7	12-7	116	1.19	15-00
37	7	13-11	128	1.27	16-5
38	7	12-4	120	1.26	15-5
39	7	12-4	117	1.22	15-1
40	8				
41	8	13-5	132	1.26	16-11
42	8	15-7	118	.98	15-3
43	8	14-1	139	1.28	18-00
44	8	13-3	135	1.31	17-4
45	8	14-7	118	1.05	15-3
46	8	12-5	130	1.35	16-8
47	8	15-5	118	.99	15-3
48	8	14-7	118	1.05	15-3
49	2				
50	3				
51	3				
52	3	7-5	75	A	9-1
53	3	7-7	69	B	8-9
54	4				
55	4				
56	5	9-7	105	1.17	11-3
57	5	9-7	97	1.10	10-7
58	5	9-5	113	1.27	11-11
59	5	9-6	107	1.20	11-5
60	7				



Table 69

Mental Age Grade Study of the Central and Lincoln Elementary Schools  
Before the Survey.

Ages in Years and Months from:	Number of Pupils of the Designated Ages* Enrolled in the Following Grades:									Totals
	1	2	3	4	5	6	7	8	9	
5-9 to 6-2	2									2
6-3 to 6-8	14	1								15
6-9 to 7-2	19	3								22
7-3 to 7-8	14	11								25
7-9 to 8-2	11	11								22
8-3 to 8-8	3	11	4							18
8-9 to 9-2	1	8	4	2	1					16
9-3 to 9-8	2	4	15	7	2		1			31
9-9 to 10-2		5	9	6	4		1			25
10-3 to 10-8		3	6	15	3		2			29
10-9 to 11-2			7	9	4	4	1			25
11-3 to 11-8				9	6	1	3	1	2	22
11-9 to 12-2			2	12	1	4	8	5	1	33
12-3 to 12-8				11	8	5	12	3	1	40
12-9 to 13-2			1	2	7	3	7	1		21
13-3 to 13-8					2	9	7	9	1	28
13-9 to 14-2				1	2	7	9	4	12	35
14-3 to 14-8					2	12		2	15	31
14-9 to 15-2						7	2	3	4	16
15-3 to 15-8						9	1	9	3	22
15-9 to 16-2						1	1	2	12	16
16-3 to 16-8						1	1	2	3	7
16-9 to 17-2								7	6	13
17-3 to 17-8								3	8	11
17-9 to 18-2								2	1	3
18-3 to 18-8									5	5
18-9 to 19-2									2	2
Totals	66	57	48	74	42	63	56	53	76	535
Pupils of:	Percentages by Grades									
Normal Age	53	44	12	22	26	14	48	26	41	33
Overage	47	54	88	78	67	86	38	57	53	62
Underage	0	2	0	0	7	0	14	17	6	5
Pupils of:	Numbers by Grades									
Normal Age	35	25	8	15	11	9	27	14	31	176
Overage	31	31	40	59	28	54	21	30	40	333
Underage	0	1	0	0	3	0	8	9	5	26

\* Ages as of February, 1931; and age grade placements the same.



Table 70

Mental Age Grade Study of the Central and Lincoln Elementary Schools  
After the Survey.

Ages in Years and Months from:	Number of Pupils of the Designated Ages* Enrolled in the Following Grades:									Totals
	1	2	3	4	5	6	7	8	9	
5-9 to 6-2	2									2
6-3 to 6-8	14	1								15
6-9 to 7-2	19	3								22
7-3 to 7-8	14	11								25
7-9 to 8-2	11	11								22
8-3 to 8-8	3	11	4							18
8-9 to 9-2	1	8	4	2	1					16
9-3 to 9-8	2	3	16	7	2		1			31
9-9 to 10-2		4	9	7	4		1			25
10-3 to 10-8		1	8	15	3		2			29
10-9 to 11-2			6	10	4	4	1			25
11-3 to 11-8				9	6	1	3	1	2	22
11-9 to 12-2			2	9	4	4	8	5	1	33
12-3 to 12-8				9	8	7	12	3	1	40
12-9 to 13-2			1	1	5	6	7	1		21
13-3 to 13-8					1	9	8	9	1	28
13-9 to 14-2					2	7	10	4	12	35
14-3 to 14-8					1	11	2	2	15	31
14-9 to 15-2						4	3	5	4	16
15-3 to 15-8						7	1	8	6	22
15-9 to 16-2							1	3	12	16
16-3 to 16-8							1	2	4	7
16-9 to 17-2								5	8	13
17-3 to 17-8								2	9	11
17-9 to 18-2								1	2	3
18-3 to 18-8									5	5
18-9 to 19-2									2	2
Totals	66	53	50	69	41	60	61	51	84	535
Pupils of:	Percentages by Grades									
Normal Age	53	47	16	23	27	15	44	27	37	33
Overage	47	51	42	77	66	85	43	55	57	62
Underage	0	2	0	0	7	0	13	18	6	5
Pupils of:	Numbers by Grades									
Normal Age	35	25	8	16	11	9	27	14	31	176
Overage	31	27	42	53	27	51	26	28	48	333
Underage	0	1	0	0	3	0	8	9	5	26

\* Ages as of February, 1931; and age grade placements the same.



Examination of the mental age grade records of this same group, less eight of the pupils promoted to the ninth grade, reveals that after the double promotions there were two hundred eighty-five pupils, or sixty-three per cent, overage; one hundred forty-five, or thirty-two per cent, of normal age; and only twenty-one, or five per cent, underage. According to pupil-years, there were four hundred ten cases, or seventy per cent, overage; one hundred forty-five, or twenty-five per cent, of normal age; and thirty-one, or five per cent, underage.

The available records show that forty-four of the forty-eight remained overage and that only one was changed from overage to normal as the result of the promotions. If the mental records of the remaining three had been preserved, the probability is that all would have been in the superior group. The scholastic record and maturity of Pupil 40, for instance, would seem to indicate high mental ability.

The above facts indicate that the general effect upon mental age grade placement was small. The overage group was reduced from sixty-four per cent to sixty-three per cent; the normal age group, increased from twenty-four to twenty-five per cent; while the under-age group remained the same as it had been.

On the basis of mental ability alone it would appear that the promotion of the forty-eight pupils was only a small part of the necessary adjustment in grade placement. It is remarkable that an elementary school system with such large percentage of superior pu-



pils mentally should also have such a large percentage of retarded pupils. It will be recalled that twenty-eight per cent of them were retarded. As only five per cent were mentally underage, more than eighty per cent of the retarded pupils were either normal or overage mentally. The identity of this group can not be determined at this time, of course, because of incomplete records, but indications are that they probably had low achievement scores. If true, it presented a wonderful opportunity from the supervisory viewpoint at that time, as it would have afforded an opportunity to improve chronological, mental, and educational age grade placements at the same time. Also from the more recent educational viewpoint it would have been more desirable to group pupils of the same age together rather than to attempt to balance excessive retardation with a corresponding acceleration.

Nevertheless, the promotions of the forty-eight pupils appeared to be a step in the desired direction, and, as was suggested in the summary of the survey, the same procedure might be followed from year to year as recommended by the committee. In fact the following year seventeen more pupils were promoted similarly, as noted previously, and their mental statistics, as far as can be ascertained corresponded roughly to those of the forty-eight pupils promoted in 1930-31 (Table 68).

It was pointed out previously that in the modern philosophy of education chronological age grade distribution will be confined largely to a one-or two-year range. In mental age grade distributions, how-



ever, a greater range than before can be expected, as there will be no promotions based upon mental ages. Under the grade system it was one of the objectives of supervision to have a good distribution chronologically, mentally and educationally in each grade. The double promotions studied in this survey were based chiefly upon superior mental capacity as determined by mental tests, and was an effort to improve grade distributions.

In the modern school, on the contrary, each instructor in each grade will expect to find pupils with a wide range of mental ability, and will adjust the school program to the growth and learning possibilities of the individual pupils.<sup>1</sup> The exact details of this adjustment and administration opens a wide field of research for educators who have caught the spirit of this ideal.

#### Educational Age Grade Situation

No educational age grade chart was made in either survey. The information at hand indicates that four hundred six pupils in grades two to eight, inclusive, took the achievement tests in February, and that forty-five and five-tenths per cent of them were at or above national norms. Also that three hundred sixty-eight pupils took the tests in May, and that fifty-one and four-tenths per cent were at or above national norms.<sup>2</sup>

While it is not possible to make comparisons like in chrono-

<sup>1</sup>F. Engelhardt and A. V. Overn, Secondary Education Principles and Practices (D-Appleton-Century Company, 1937), p. 25.

<sup>2</sup>A. V. Overn, A Survey of Instruction and Supervision, East Grand Forks, Minnesota (Departmental Bulletin of the University of North Dakota, October, 1931), Vol. 15, p. 24.



logical and mental age grade placements, it is possible to determine from tables 2, 3, 4, and 5 that all the promoted pupils in both surveys were above the national norms in the first tests. It is evident also that there was an almost universal improvement in their scores in the second tests.

On the other hand it does not appear that the educational age grade distribution was improved by the promotions as it would seem better to have advanced pupils from the lower group, which already was far too large, to the superior classification. Efforts were made otherwise to improve the educational status of the lower group by holding special classes and by the assignment of extra work. This special work was rewarded by a slight increase in the scores of the lower group during the three months, there being a reduction from fifty-four and five-tenths per cent to forty-eight and four-tenths per cent, or a difference of about six per cent.<sup>1</sup>

Again it is noticeable that an attempt was made to improve grade distributions by promoting the pupils who were superior educationally. The modern instructor in any grade will expect to find a greater range of achievement as well as of mentality, and will adjust the school program accordingly. Here, too, is a large field for study and experimentation. With proper motivation, suitable materials and wise administration a strong correlation between mentality and achievement ought to be expected.

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<sup>1</sup>A. V. Overn, A Survey of Instruction and Supervision, East Grand Forks, Minnesota (Departmental Bulletin of the University of North Dakota, October, 1931), Vol. 15, p. 24.



Achievement tests were given by the writer to all the promoted pupils who were still attending school in May, 1936 (Table 6). Of the thirty-two pupils tested, twenty-four were above national norms and eight, below. Furthermore, among the superior group the average deviation from normal grade was one and seven-tenths years, while in the lower group the average deviation from normal grade was one and one-tenth years.

In English twenty-five pupils ranked above the national norms with an average deviation from normal grade of one and seven-tenths years. One pupil was exactly normal. Six pupils were below national norms an average of seven-tenths of a year. In mathematics twelve pupils were above normal grade an average of two and seven-tenths years. Twenty pupils were below normal grade an average of two and seven-tenths years.

The pupils in this group as a whole had an average educational grade one and one-half years above normal. In English they had an average educational grade above normal of one and two-tenths years, while in mathematics they had an average educational grade below normal of seven-tenths of a year.

#### Summary of Questionnaires

It was the opinion of forty-seven per cent of the parents and of forty-nine per cent of the pupils that greater interest in school work, especially during the first two years, was the result of the double promotions. Only seven per cent of the parents and ten per cent of the pupils thought that there was less interest. Twenty-



seven per cent of the instructors reported that pupils showed greater interest, and thirty-six per cent reported less interest, while thirty-seven per cent believed that there was no change.

Fifteen per cent of the pupils thought that it took less time to study lessons after the promotion, but twenty-six per cent thought it required more time, while fifty-nine per cent thought it made no difference. On the other hand thirty per cent of the parents reported better study habits; only four per cent, worse study habits; and sixty-five per cent, no perceptible change. It is interesting to note that instructors agreed more closely with pupils in this respect, as twenty-three per cent reported better study habits; thirty-five per cent, worse habits; and forty-two per cent, no difference.

Thirty-eight per cent of the pupils reported less difficulty with English after the promotions; twenty-five per cent, with mathematics; twenty per cent, with natural science; and twenty-six per cent, with social science. Corresponding information from parents was thirty-five, thirty-two, thirty-six, and thirty-five per cent, respectively. That of instructors in the same order was ten, five, two, and ten per cent, respectively.

Thirteen per cent of the pupils reported more difficulty with English; twenty-six per cent, with mathematics; five per cent, with natural science; and four per cent, with social science. Corresponding reports from parents were seven, sixteen, one, and one per cent, respectively. Instructors' reports in the same order were forty-three, thirty-five, twenty, and sixty-three per cent, respectively.



Whereas instructors disagreed with pupils and parents in the reports stated, there was a very close agreement of the majority of all three that the promotions did not cause much difference. In English and mathematics forty-nine per cent of the pupils reported no difference; in natural science, seventy-five per cent; and in social science, seventy-per cent. Similar reports for the parents were fifty-eight, fifty-two, sixty-three, and sixty-four per cent, respectively, while instructors reported forty-seven, sixty, seventy-eight, and thirty-one, in the same order.

Not a single pupil or parent noted any evidence of overwork whereas twenty-five per cent of the instructors indicated such evidence, especially the first two years.

Approximately sixty-five per cent of pupils and parents believed that the double promotions had not affected participation in athletics, music and speech, while about the same per cent of instructors believed that it had handicapped them somewhat.

Although difficult to measure definitely the returns on the questions to pupils and parents regarding associates, because of the failure to state ages properly, the results showed a marked tendency the first two years to continue associations with pupils of the same age but in lower grades, after which they dropped them and made new friends in their own grades but of older age. There was no indication that the promoted pupils in each grade formed cliques.

Only four per cent of the parents as compared with thirty-six per cent of the instructors thought that children displayed any at-



titude of superiority. Seven per cent of the parents and twenty per cent of the instructors detected attitudes of inferiority.

Instructors described about thirty-five per cent of the pupils as leaders and about twenty-eight per cent as followers. Eleven per cent reported improved deportment; twenty-three per cent, worse deportment; and sixty-six per cent, no change.

Thirty-six per cent of the pupils, forty-five per cent of the parents, and twenty-six per cent of the instructors were of the opinion that the promotions were wise. Nineteen per cent of the pupils, twenty-five per cent of the parents, and forty-three per cent of the instructors deemed them unwise. Forty-five per cent of the pupils, thirty per cent of the parents, and thirty-one per cent of the instructors stated that it made no difference.

Attention is called to the fact that in the preceding tabulation the resume of the responses from the instructors does not present a true picture according to the number of pupils involved as often many instructors reported on the same pupils. Thus the fact that forty-three per cent of the instructors deemed the promotions unwise did not indicate that they considered them unwise for forty-three per cent of the pupils. In the following data such information is more accurate.

Thirty-three pupils stated that under the same circumstances they would like to be promoted again, while twenty-three stated that they would not. Four did not commit themselves.

Thirty-two parents stated that they would do the same thing



again under similar circumstances and twenty-one said that they would not. Seven did not state any opinion.

In twenty-five cases both parents and pupils agreed that the promotions had been successful and satisfactory. In twenty-one of these cases the instructors agreed generally. In fifteen cases both parents and pupils agreed that the promotions had not been satisfactory. In only one of these fifteen cases did the instructors disagree with the parents and the pupil himself. The writer believes that the instructors were justified in their conviction in this one case. The pupil was subjected to a very serious operation in 1934 and because of this illness the parents and the pupil were of the opinion that it would have been better for her if she had not been promoted. This is no indictment of the promotions as a study of Table 16 will indicate. In two of the fourteen cases the reason for dissatisfaction with the promotions was the immaturity of the pupils upon graduation. In seven cases, lower scholastic records caused dissatisfaction, while in five cases both immaturity and low grades were the cause. It was necessary for the writer to make further inquiry into these fifteen cases to determine the reasons for the dissatisfaction as only two of them volunteered any information in the questionnaires.

In thirteen cases parents and pupils had divided opinions, seven of the parents favoring the promotions while the same number of pupils did not think them satisfactory, and the remaining six vice versa. In eight of these cases the instructors agreed with the nega-



tive viewpoint; and in two, there was divided opinion.

In three cases there was no response and in one more there was no expression. In three other cases pupils alone responded, two being favorable to the promotions and one, unfavorable.

A number of interesting comments were included in the replies to the questionnaires. As many of them were similar in nature a few typical ones have been selected. The numbers given bear no relation to the pupil of the same number.

"I believe in special promotions only in extreme cases, as for example, Pupil 3. It hinders their participation in other school activities because they are thrown in with children older than themselves, and many of them do not adjust themselves after being promoted. Before promotion they are leaders but after promotion they very often are not, as for example, Pupil 52," (Instructor 2).

"Somehow I don't feel wise enough to answer Question 10. Perhaps I am unduly sentimental, but I feel a whole year of youth has been taken from her and I have found myself wishing this spring that she had her senior year before her instead of over. On the other hand she has matured wonderfully mentally and holds her own with students one or two years older, and easily too. The experiment certainly was not a failure or unwise but I feel that it will take several more years of working out her problems to decide if it was wise.

If we can keep her in college, I mean if our finances will permit that, then we have every reason to believe that she will continue to do well, but if circumstances should become such that she had to earn her own way entirely, then I would be very sorry that she was



thrust into this grown-up stage a whole year sooner than was absolutely necessary," (Parent 45).

"I believe that promotions are all right for pupils that can be classed as near the genius group, or very superior, but something is always missed to a student through promotion," (Instructor 16).

"Because of parts of subjects skipped it seemed a little harder for him to get along. I would never again consent to having a child advanced," (Parent 17).

"I am very much in favor of a pupil working at his own rate of speed. When he has completed his year's requirement he should be promoted, even if it is before Christmas," (Instructor 23).

"I think promotions are advisable when the pupil can cope with advanced conditions. No pupil should be penalized in time when he can do better work. Even then it is necessary to make extra provision for pupils who can do more than the class. In the cases of Pupil 20 and Pupil 28, they might have been more successful had they been required to do more than the rest of the class in order to get an equal grade," (Instructor 34).

"I do not think such advancements are necessary. One year is not bad--two years are too much," (Parent 34).

"It is usually unwise to remove a child from his social group by promotion," (Instructor 27).

"If the pupil is overage and a good student, a special promotion would seem all right. Otherwise I should hesitate to make a promotion for fear of harming him in some way," (Instructor 18).



"We would rather have her in high school another year at her age," (Parent 20).

"It is hard to say. In her case, for instance, she is too young to start her nursing course. She will have to take post graduate work here until she is ready," (Parent 39).

"I doubt their value under conditions as they now exist in schools," (Instructor 12).

"I am opposed to special promotions except in rare instances. Usually, I believe, they harm a student socially and deny him certain educational and cultural advantages," (Instructor 22).

Some of the parents, pupils and instructors objected to the promotions on account of the physical immaturity of the pupils. In some cases where they had already graduated from high school, the opinion was offered that since no work could be found and since the family did not have the financial means to permit the pupil to attend a higher institution of learning, it would have been more advisable for him to remain in school one or two years longer.

In order to learn how valid the latter objections were, the writer reviewed the history of all the promoted pupils who had left school or who had completed the twelfth grade. Seven pupils dropped out in the ninth grade. One has been unemployed one year; one, two years; and two, five years. Two others were unemployed three years, after which they became taxi drivers. The seventh was unemployed two years and is now working in a bakery. Of course, these seven pupils would have remained in school one year longer if they had not been



promoted.

One pupil left school in the eleventh grade, was unemployed five years, and is now married. The length of the pupil's school life was probably not affected by the promotions.

Twenty-two pupils completed the twelfth grade. Nine of these continued with advanced work, six of them successfully. The three unsuccessful pupils are at present unemployed. Two pupils returned to high school for special courses, one because of lack of university entrance requirements and the other because his parents considered him too immature for advanced work. The other eleven have been unemployed since graduation, whis is one or two years age.

Of the thirty pupils who have left school, therefore, the acceleration was of material benefit to seven or eight pupils. From this viewpoint the opinions of parents, pupils and instructors appear to be valid at present as no doubt nearly all of these pupils would have remained in school an additional year if they had not been promoted. On the other hand, these results would not have obtained if economic conditions had been normal. No doubt there is an equally large percentage of unemployed graduates from most high schools. In 1935 about seventy per cent of the youth of high-school age and only fifteen per cent of those beyond high-school age were enrolled in schools.<sup>1</sup>

#### Scholastic Comparisons

Tables 7 to 54, inclusive, record the grades for the six year

<sup>1</sup>Fred Engelhardt and A. V. Overn, Secondary Education Principles and Practices, (D-Appleton-Century Company, 1937), p. 12.



period including and following the 1930-31 survey. These tables show that three of the forty-eight pupils improved their grades, two of them to a marked extent. The grades of thirteen pupils remained about the same. Thirty pupils did not maintain their previous scholastic standings.

Tables 55 to 66, inclusive, record the grades of twelve of those who were promoted the following year. A study of them and of tables 14, 18, 22, 26, and 29 shows that one pupil showed marked improvement; one, remained about the same; and fifteen pupils did not maintain their previous scholastic standings.

Of the combined group, four pupils improved their grades; fourteen, remained about the same; and forty-five, lowered their grades. This summary is based upon the approximate averages for the five-and-four-year periods. It is to be explained that although forty-five are recorded as having lower scholastic averages, several of these had regained approximately their earlier standings the fourth or fifth year after the promotion. It is interesting to note that after approximately three years there is an upward trend scholastically on the part of some of the pupils. The relative progress of most of them is indicated somewhat also by the rankings as the rank of each pupil in his class every year has been computed by the writer whenever possible.

The scholastic records indicate mathematics as the most difficult subject, followed in order by English, social science, and natural science.



There is no indication that those who were promoted from any particular grade excelled in any respect. The pupils who were promoted from the fifth grade in 1930-31 probably had the best scholastic record. Eight were promoted, five of whom maintained their previous scholastic record while three did not.

Six were promoted more than one grade during the two years. Pupil 30 was promoted from the sixth to the eighth grade in 1930-31. Table 36 shows that she did not maintain her previous scholastic standing. After graduation from high school she entered a university but attended only one semester, having failed in four subjects out of seven. Pupil 20 (Table 26) was promoted to the eighth the first day of school. In the subsequent five-year period he failed completely in six subjects and was retained in the tenth grade two years. He became a pronounced disciplinary problem in his twelfth year and was finally expelled. Pupils 8, 12, and 16 (tables 14, 18 and 22) remained about the same. Pupil 16 attended a university after completion of the twelfth grade and experienced much scholastic difficulty. After one semester he dropped one subject because of failure. In the following semester his parents were obliged to limit his study hours because of evidence of overwork.

Pupil 24 was recommended for promotion from the sixth to the eighth grade in 1930-31, but because of objection on the part of the parents was advanced only one grade.<sup>1</sup> She steadily improved, and

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<sup>1</sup>A. V. Overn, A Survey of Instruction and Supervision, East Grand Forks, Minnesota, (Departmental Bulletin of the University of North Dakota, October, 1931), Vol. 15, pp. 30-31.



graduated from high school as highest ranking pupil in the class, accepting a clerical position after graduation.

Nine pupils were promoted from the eighth to the ninth. Three of these completed the twelfth grade four years later. Another would have done the same but left school in the twelfth grade. Two pupils completed the twelfth grade five years later, being retained an extra year, one through choice and the other because of failure. The one who elected to stay another year did so because of his interest in scholarship and in extra-curricular activities as it was his conviction that his immaturity had been a handicap to him. Upon graduation he entered college where he maintained a high scholastic record. One pupil remained in the ninth grade two additional years and completed the twelfth grade six years after the promotion. The two remaining pupils remained in the ninth grade an additional year and left school because of failure.

The scholastic records of all these nine pupils was lower than they had been previously. It should be noted that the first three pupils continued one year of school after graduation, two in a teacher training school and the third in commercial college. All did exceptionally good work and all were employed at the time of this study.

From the facts stated it might appear that only these three pupils profited by the promotions, as three were retained extra years and three others left school. However it is the writer's opinion, based upon intimate knowledge of facts and upon personal acquaintance with these pupils and their families, that the three who dropped



would probably have left school anyway. The writer believes that two would not have remained in school beyond the eighth grade if they had not been promoted. The three who stayed extra years in high school probably did not receive material benefit from the promotion.

It is an interesting fact as indicated by the records that several pupils with the most brilliant test records and of whom the most might be expected scholastically did not progress as well as many others. Pupils 24 and 38 are brilliant exceptions, but it will be remembered that the parents of pupil 24 objected to a promotion of over one year.

In addition to the pupils indicated previously who were promoted two grades it is interesting to note pupils 5, 6, 18, 22, 25, and 37 (tables 11, 12, 24, 28 and 31), all of whom much might be expected. Pupil 5 maintained only a good average; pupil 6 had already been retained one extra year; and pupil 22 maintained only an ordinary scholastic record. Pupil 18 maintained the same grades. Pupils 25 and 37 not only had low scholastic records in the grades and in high school, but both also attended a university one semester and were required to leave because of failures.

On the other hand, pupils 3, 13, 34, 38, and 55 (tables 9, 19, 40, 44 and 61), who were not particularly conspicuous during the surveys, had equalled or surpassed their former scholastic records, and ranked the highest of all the promoted pupils.

#### Conclusions

The chronological age grade distribution of the East Grand



Forks elementary schools in 1930-31 was poor, chiefly because of excessive retardation which in turn was the result of a poorly adjusted curriculum. The promotions of both years decreased the retardation very little, but increased the acceleration to partially balance it. This change brought about an increase of six months in the age range of each of grades three to eight, inclusive.

The mental age grade distribution was exceedingly high. On account of the unusually high distribution, the effect of the promotions was a slight reduction in the above-normal percentage.

The educational age grade distribution was poor as over half of the pupils were below normal. Since all promoted pupils had scores at or above normal, the promotions did not improve this distribution because they did not affect the below-normal group. However a separate program of individual instruction during the three months in 1930-31, did serve to decrease the percentage of the lower group materially.

The remedial changes attempted by the promotions did not improve the grade distributions very much, largely because they were insufficient. One or two programs of promotions would be insufficient even under the most favorable conditions, to correct such a faulty situation. Probably no amount of adjustment could undo the harm which had been done even if it were possible to reestablish normal distributions.

The poor grade distributions had been the result of a poorly adjusted curriculum. The campaign that accompanied the promotions



contributed more to the school system by its stimulation to future improvement of the instructional situation, so as to prevent the continuance or recurrence of conditions which made the situation possible. It helped to stimulate both pupils and teachers, because the latter had to coach some of the pupils for several weeks individually in order that they might advance to higher grades without leaving large gaps in the sequence of the materials they had covered. Thus the campaign contributed to an awakening of the teachers to some of the possibilities of varying instructional materials to meet the individual needs of pupils. This idea of individualized instruction has spread more generally since 1931.

The information obtained by questionnaires helped to throw some light on one question in particular, namely that of the general effect of the double promotions on the pupils themselves. The fact that in fifty-seven cases there was a ready response is an indication of the interest that was stimulated among parents and pupils in this question. A general summary of the replies shows that in forty-two per cent of the pupil-cases there was agreement on the part of parents, pupils and instructors that the effect upon the pupils was desirable; in twenty-five per cent, undesirable; while in the remaining thirty-three per cent, it was debatable. If it is assumed that in half of the cases of the last group it was desirable, it is reasonably accurate to say that among parents, pupils and instructors there was a general agreement that in at least sixty per cent of the pupils all concerned thought that the promotions had a desirable effect upon



the pupils.

The effect of the double promotions upon scholarship is debatable, as there is no way of proving, except by deduction, that the promotions were responsible for either higher or lower scholarship. Also, it probably should not be expected that the promoted pupils would maintain previous scholastic records. However, among parents, pupils and even among instructors the success of a survey of this nature is often measured in terms of scholarship. Promoted pupils often become discouraged if there is a decline in grades, even though not as low as failure. Forty-five pupils, or seventy-five per cent, experienced a decline in scholarship, although many of these still had high or good grades. In approximately half of these cases they were low enough to cause concern and in only fourteen cases were they sufficiently low to cause failure of subjects.

It is probably justifiable to say that in sixty-five to seventy-five per cent of the cases the scholarship records were satisfactory.

The achievement tests given in May, 1936, to pupils who were still attending school, show that these pupils were generally above normal in achievement. They indicate difficulty with mathematics, as there was an average of almost a year below normal age in that subject. The scholarship records of the promoted pupils, and the replies of parents and pupils to the questionnaires, also indicate difficulty with mathematics.

The most commonly offered objection to the double promotions was



the physical, social and emotional immaturity of the child. The writer believes that it was also the most valid objection. In the light of more recent educational development it probably would not be considered wise to attempt to balance retardation with acceleration on account of the increase in chronological age ranges at the same time. In the East Grand Forks elementary schools after the promotions, in grades three to eight, inclusive, the minimum age span was five years and the maximum, seven and one-half years, with an average of over six years. It is not to be expected that a pupil should have a natural development socially, and emotionally in the same class with others who are five or six years older.

The promotions studied offered a valuable contribution both to the school system and to educators in general. They showed first of all the wonderful possibilities in the field of education. To the more conservative, such a program of promotions would have seemed impractical and unwise. It speaks much for the courage and progressive spirit of those who carried on the work. If the promotions did nothing more than to point the way for instructors to a more sympathetic understanding of the purposes and possibilities of adjusting instructional materials to each pupil's needs and abilities, they served a useful purpose.

#### Recommendations

The immediate effects of the promotions upon the grade distributions have been studied. The probable effects upon the pupils concerned have been reviewed as far as possible. No attempt has been



made to ascertain what the probable effect has been upon the curricula and teaching methods in the years following the campaigns. A study of present grade distributions should give some indication of such effect. The writer recommends that a comprehensive testing program be administered as a basis for such a study.

The elementary schools of East Grand Forks are fertile in opportunities for the development of more recent ideas of individualized curricula and instruction. They would furnish a splendid long range educational project because of the wide range of abilities of pupils, the wealth of instructional material available, and the close proximity to the School of Education of the University of North Dakota.

It would be interesting to study the progress of the sixty promoted pupils over an additional five-year period. After ten years there would be none of them enrolled in elementary or high schools and it would then be possible also to obtain more complete and mature information regarding the probable effects of the promotions on the school lives of the pupils.



APPENDIX A



# QUESTIONNAIRE TO PARENTS

East Grand Forks, Minnesota  
May 5, 1936

Dear Parent:

\_\_\_\_\_ was given a special promotion during the year  
(1930-31) (1931-32) with your knowledge and consent. We are now  
making a survey of all the students who were promoted at that time  
and we ask your cooperation.

Will you answer the following questions to the best of  
your ability and return it immediately?

Sincerely,

Elmer S. Eid, H. S. Principal

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1. How has the promotion affected his evident interest in school?

	<u>Greater</u>	<u>Less</u>	<u>No Difference</u>
1930-31	_____	_____	_____
1931-32	_____	_____	_____
1932-33	_____	_____	_____
1933-34	_____	_____	_____
1934-35	_____	_____	_____
1935-36	_____	_____	_____

2. How has it affected his study habits at home?

	<u>Better</u>	<u>Worse</u>	<u>No Difference</u>
1930-31	_____	_____	_____
1931-32	_____	_____	_____
1932-33	_____	_____	_____
1933-34	_____	_____	_____
1934-35	_____	_____	_____
1935-36	_____	_____	_____



3. What effect do you think it has had upon his ability to learn in the subjects listed below? **BETTER, WORSE, NO DIFFERENCE.**

1930-31 1931-32 1932-33 1933-34 1934-35 1935-36

English or Reading \_\_\_\_\_

Mathematics \_\_\_\_\_

Natural Science \_\_\_\_\_

Social Science \_\_\_\_\_

4. Have you detected any attitude of superiority or inferiority on his part toward his friends?

	<u>Superiority</u>	<u>Inferiority</u>	<u>No Change</u>
1930-31	_____	_____	_____
1931-32	_____	_____	_____
1932-33	_____	_____	_____
1933-34	_____	_____	_____
1934-35	_____	_____	_____
1935-36	_____	_____	_____

5. Do you believe that he has suffered any ill effects physically due to overstudy on account of the promotion?

Answer: \_\_\_\_\_

6. What effect has it had upon his participation in Athletics, Music, or Speech?

Answer: \_\_\_\_\_

7. What effect has it had upon his participation in non-school activities such as Church, Boy Scouts, Girl Scouts, Girl Reserves, 4H Club, Music Lessons, Dancing Lessons, etc.

More Participation

Less Participation

No Difference



8. If you can, write the names of his three best friends or chums each year as indicated below. (Please be as accurate as you can.)

	<u>Name of Chum</u>	<u>Age</u>	<u>Grade</u>
	1. _____	_____	_____
1930-31	2. _____	_____	_____
	3. _____	_____	_____
	1. _____	_____	_____
1931-32	2. _____	_____	_____
	3. _____	_____	_____
	1. _____	_____	_____
1932-33	2. _____	_____	_____
	3. _____	_____	_____
	1. _____	_____	_____
1933-34	2. _____	_____	_____
	3. _____	_____	_____
	1. _____	_____	_____
1934-35	2. _____	_____	_____
	3. _____	_____	_____
	1. _____	_____	_____
1935-36	2. _____	_____	_____
	3. _____	_____	_____

9. What do you expect or hope that he will do after graduation from high school? (If College or University, state course desired.)

Answer: \_\_\_\_\_

10. What is your opinion regarding his special promotions?
- a) It (was wise) (was unwise) (made no difference).
  - b) In similar circumstances we (would) (would not) like to have our children promoted again.

\_\_\_\_\_  
Parent



APPENDIX B



# QUESTIONNAIRE TO STUDENTS

East Grand Forks, Minnesota  
May 6, 1936

Dear Student:

You were given a special promotion in (1930-31)(1931-32). We are now making a survey of all the students who were promoted at that time and we ask your cooperation in making the survey complete.

Kindly answer the following questions to the best of your ability.

Sincerely,

Elmer S. Eid, H.S. Principal

1. How has the promotion affected your interest in school work?

	<u>Greater Interest</u>	<u>Less Interest</u>	<u>No Difference</u>
1930-31	_____	_____	_____
1931-32	_____	_____	_____
1932-33	_____	_____	_____
1933-34	_____	_____	_____
1934-35	_____	_____	_____
1935-36	_____	_____	_____

2. What effect has it had upon the length of time necessary to learn your lessons?

	<u>More Time</u>	<u>Less Time</u>	<u>No Difference</u>
1930-31	_____	_____	_____
1931-32	_____	_____	_____
1932-33	_____	_____	_____
1933-34	_____	_____	_____
1934-35	_____	_____	_____
1935-36	_____	_____	_____

3. What effect do you think it has had upon your ability to learn in the subjects listed below? Rate BETTER, WORSE, OR NO DIFFERENCE.

	<u>1930-31</u>	<u>1931-32</u>	<u>1932-33</u>	<u>1933-34</u>	<u>1934-35</u>	<u>1935-36</u>
English or Reading	_____	_____	_____	_____	_____	_____
Mathematics	_____	_____	_____	_____	_____	_____
Natural Science	_____	_____	_____	_____	_____	_____
Social Science	_____	_____	_____	_____	_____	_____



4. Do you think that the promotion has caused any physical injury to you due to overstudy or over-work?

Answer: \_\_\_\_\_

5. Write the names of your three best friends or chums in order as indicated below. Use as much care as possible in answering this question.

	<u>Name of Chum</u>	<u>Age</u>	<u>Grade</u>
	1. _____	_____	_____
1930-31	2. _____	_____	_____
	3. _____	_____	_____
	1. _____	_____	_____
1931-32	2. _____	_____	_____
	3. _____	_____	_____
	1. _____	_____	_____
1932-33	2. _____	_____	_____
	3. _____	_____	_____
	1. _____	_____	_____
1933-34	2. _____	_____	_____
	3. _____	_____	_____
	1. _____	_____	_____
1934-35	2. _____	_____	_____
	3. _____	_____	_____
	1. _____	_____	_____
1935-36	2. _____	_____	_____
	3. _____	_____	_____



6. What effect has it had upon your participation in Athletics, Music or Speech?

Answer: \_\_\_\_\_

7. What do you plan to do after graduation from high school? (If College or University, state course desired.)

Answer: \_\_\_\_\_

8. What is your opinion regarding your promotion?

a) It (was wise) (was unwise) (made no difference).

b) In like circumstances I (would) (would not) like to be promoted again.

\_\_\_\_\_  
Student



APPENDIX C



## QUESTIONNAIRE TO INSTRUCTORS

East Grand Forks, Minnesota  
May 5, 1936

Dear Instructor:

On the enclosed sheet you will find the names of sixty students who were given a special promotion in 1930-31 and 1931-32. We are now making a survey of these students and will appreciate your cooperation in answering the questions listed below. Kindly refer to students by Number. In all succeeding questions account for all students listed in Question #1.

Sincerely,

Elmer S. Eid, H.S. Principal

1. Kindly list the students that you have had in your classes.

Numbers of Students

1930-31	_____
1931-32	_____
1932-33	_____
1933-34	_____
1934-35	_____
1935-36	_____

2. How did the promotions affect the evident interest of these students?

	<u>Increased Interest</u>	<u>Less Interest</u>	<u>No Difference</u>
1930-31	_____	_____	_____
1931-32	_____	_____	_____
1932-33	_____	_____	_____
1933-34	_____	_____	_____
1934-35	_____	_____	_____
1935-36	_____	_____	_____

3. What effect did it have upon their study habits?

	<u>Better Habits</u>	<u>Worse Habits</u>	<u>No Change</u>
1930-31	_____	_____	_____
1931-32	_____	_____	_____
1932-33	_____	_____	_____
1933-34	_____	_____	_____
1934-35	_____	_____	_____
1935-36	_____	_____	_____



4. What effect has it had upon their ability to learn in the following subjects?

English or Reading:

	1930-31	1931-32	1932-33	1933-34	1934-35	1935-36
Greater	_____	_____	_____	_____	_____	_____
Less	_____	_____	_____	_____	_____	_____
Same	_____	_____	_____	_____	_____	_____

Mathematics:

Greater \_\_\_\_\_

Less \_\_\_\_\_

Same \_\_\_\_\_

Natural Science:

Greater \_\_\_\_\_

Less \_\_\_\_\_

Same \_\_\_\_\_

Social Science:

Greater \_\_\_\_\_

Less \_\_\_\_\_

Same \_\_\_\_\_

5. Have you noticed any evidence of over-work due to the promotions?  
(Give Definite information by Number.)

Answer: \_\_\_\_\_

6. What effect has it had upon their participation in Athletics, Music or Speech? (Use the Numbers if possible.)

Answer: \_\_\_\_\_



7. What evidence of attitudes of superiority or inferiority have you detected?

	<u>Superiority</u>	<u>Inferiority</u>	<u>No Change</u>
1930-31	_____	_____	_____
1931-32	_____	_____	_____
1932-33	_____	_____	_____
1933-34	_____	_____	_____
1934-35	_____	_____	_____
1935-36	_____	_____	_____

8. Rate by Number, each student according to leadership socially within his grade.

	<u>A Leader</u>	<u>A Follower</u>	<u>Neither</u>
1930-31	_____	_____	_____
1931-32	_____	_____	_____
1932-33	_____	_____	_____
1933-34	N _____	_____	_____
1934-35	_____	_____	_____
1935-36	_____	_____	_____

9. List disciplinary status of students below.

	<u>Better Deportment</u>	<u>Worse Deportment</u>	<u>No Difference</u>
1930-31	_____	_____	_____
1931-32	_____	_____	_____
1932-33	_____	_____	_____
1933-34	_____	_____	_____
1934-35	_____	_____	_____
1935-36	_____	_____	_____

10. What is your opinion regarding special promotions?

Numbers of the Students

Wise \_\_\_\_\_

Unwise \_\_\_\_\_

No Difference \_\_\_\_\_

11. As an educator, what is your opinion regarding promotions under similar circumstances?

Answer: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_  
Instructor

\_\_\_\_\_  
Subject or Grade Taught



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